For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex libris
universitatis
albertaensis

QUAECUMQUE VERA

Digitized by the Internet Archive
in 2023 with funding from
University of Alberta Library

https://archive.org/details/Wajanasoontorn1971

THE UNIVERSITY OF ALBERTA

A STUDY OF TEACHER ATTITUDES TOWARD WORKING CONDITIONS IN SELECTED COMPREHENSIVE SECONDARY SCHOOLS IN THAILAND

by

© DILOK WAJANASOONTORN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1971

ABSTRACT

The purpose of this study was to investigate the attitude of teachers toward their working conditions in comprehensive secondary schools in Thailand. The Purdue Teacher Opinionnaire was selected as a suitable instrument for the measurement of attitude and the variables of teaching experience, degree, major teaching area, nativeness, sex, and size of school.

The Purdue Teacher Opinionnaire was translated into the Thai language by the investigator. To examine how well each item in Thai conveyed the same meaning as in English, six of the Thai graduate students at the University of Alberta were asked to translate it back into English without looking at its original English copy. This was done under the close supervision of the investigator's advisor.

Six schools in Phase 1 of the Comprehensive Secondary School Project which instituted a full comprehensive program were selected. All staff members, except principals and assistant principals who did no teaching, completed the PTO and a personal data questionnaire.

Nearly three-quarters of the teachers in the sample had total mean scores above average. This indicated that a

majority of the teachers tended to be in favor of the overall working condition in their schools. Seven satisfied features within the ten PTO factors were shown in rank order: Satisfaction with Teaching, Rapport with Principal, Rapport among Teachers, Community Pressures, Teacher Load, Community Support of Education, and Teacher Status.

The experienced teachers were found to have statistically significant higher mean scores than those of inexperienced teachers on the total morale and two factors (Rapport among Teachers and Teacher Status).

The practical arts teachers were found to have a statistically significant higher mean score than that of the academic teachers on one factor (Rapport with Principal).

The non-degree teachers were found to have statistically significant higher mean scores than those of degree teachers on the total morale and seven factors (Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Curriculum Issues, Teacher Status, and Community Support of Education).

The native teachers were found to have a statistically significant higher mean score than that of non-native teachers on one factor (Community Support of Education).

The mean scores of males and females were not significantly different.

The teachers in larger schools were found to have statistically significant higher mean scores than those of teachers in smaller schools on the total morale and seven factors (Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Curriculum Issues, Teacher Status, and School Facilities and Services).

The findings may furnish useful information for school administrators in shaping school administration and also for the Project in providing facilities, resources, and personnel.

ACKNOWLEDGEMENTS

The investigator wishes to thank Dr. L. R. Gue, supervisor of the thesis, for his encouragement and thorough attention to all matters during the planning, development and completion of the study. Similarly, the investigator acknowledges indebtedness to Dr. W. D. Knill and Dr. V. R. Nyberg for consenting to act on the thesis committee and for their pertinent criticisms.

The cooperation of the Director of the Thailand Comprehensive Secondary School Project for the distribution of the questionnaires and the teachers who took part in the study deserve the investigator's thanks.

Special thanks are also due to the Thai graduate students at the University of Alberta who translated the questionnaires back into English.

The financial assistance received from the Canadian International Development Agency is gratefully acknowledged.

Finally, and most of all, the investigator wishes to express sincere appreciation to his sister, Mrs. Niramol Sankharichs, for her excellent assistance in duplicating, and collecting the questionnaires in Thailand.

TABLE OF CONTENTS

CHAPTER PAGE

I. STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS 1
  Introduction 1
    Development of Comprehensive Secondary Schools in Thailand . . 1
  The Problem 3
    Statement of the Problem 3
    Hypotheses 4
    Significance of the Study 5
  Assumptions, Delimitations, Limitations, Definition of Terms 6
    Assumptions 6
    Delimitations 7
    Limitations 7
    Definition of Terms 8
  Organization of the Thesis 12

II. REVIEW OF RELATED LITERATURE 13
  Theoretical Framework 15
  Organization Theory 15
  The School as a Formal Organization . 17
  The Theory of Behavior in Interaction 17
  Related Research Findings 19

CHAPTER PAGE

III. INSTRUMENTATION AND METHODOLOGY 27

Instrumentation 27

Reliability 29

Relevance of the Morale Factors to the Present Study 30

Treatment of Data 31

Scoring 31

Statistical Treatment 32

IV. DESCRIPTION OF THE SAMPLE 34

The Sample 34

Schools 34

Teachers 34

Age 36

Salary 36

Sex 36

Experienced and Inexperienced Teachers 36

Academic and Practical Arts Teachers 41

Degree and Non-degree Teachers . . 41

Native and Non-native Teachers . . 41

Teachers in Larger schools and Smaller schools 45

Response to the Questionnaire 45

V. ANALYSIS OF THE DATA 49

Hypothesis 1 49

Hypothesis 2 78

CHAPTER PAGE

Hypothesis 3 78

Hypothesis 4 78

Hypothesis 5 81

Hypothesis 6 84

Hypothesis 7 84

Discussion of Findings 84

VI. SUMMARY, CONCLUSIONS AND IMPLICATIONS 93

Summary 93

The Problem 93

The Sample 93

Instruments 93

Data Collection 94

Analysis 95

Results 95

Conclusions 97

Implications 98

Implications for School Principals 99

Implication for the Project . . . 99

Implications for Further Study . . 100

BIBLIOGRAPHY 101

APPENDIX A. QUESTIONNAIRES 106

APPENDIX B. FACTOR LOADINGS AND COMMUNALITIES . . 125

APPENDIX C. COMPARISONS OF MEAN SCORES ON 100 ITEMS OF THE PURDUE TEACHER OPINIONNAIRE 131

LIST OF TABLES

TABLE PAGE

1. Numbers of Pupils and Teachers in Each School 35

2. Distribution of Teachers by Age 37

3. Distribution of Teachers by Salary . . . 38

4. Distribution of Male and Female Teachers 39

5. Distribution of Experienced and Inexperienced Teachers 40

6. Distribution of Academic and Practical Arts Teachers 42

7. Distribution of Degree and Non-degree Teachers 43

8. Distribution of Native and Non-native Teachers 44

9. Distribution of Teachers in Larger Schools and Smaller Schools 46

10. Numbers of Questionnaires Distributed and Returned 47

11. Distribution of the Overall Attitude of Teachers on the Purdue Teacher Opinionnaire 50

12. Chi Square Test of the Overall Attitude of Teachers on the Purdue Teacher Opinionnaire 52

13. Distribution of the Overall Attitude of Teachers on Factor 1 53

14. Chi Square Test of the Overall Attitude of Teachers on Factor 1 of the PTO . . . 55

15. Distribution of the Overall Attitude of Teachers on Factor 2 56

TABLE PAGE

16. Chi Square Test of the Overall Attitude of Teachers on Factor 2 of the PTO . . . 57

17. Distribution of the Overall Attitude of Teachers on Factor 3 58

18. Chi Square Test of the Overall Attitude of Teachers on Factor 3 of the PTO . . . 59

19. Distribution of the Overall Attitude of Teachers on Factor 4 61

20. Chi Square Test of the Overall Attitude of Teachers on Factor 4 of the PTO . . . 62

21. Distribution of the Overall Attitude of Teachers on Factor 5 63

22. Chi Square Test of the Overall Attitude of Teachers on Factor 5 of the PTO . . . 64

23. Distribution of the Overall Attitude of Teachers on Factor 6 66

24. Chi Square Test of the Overall Attitude of Teachers on Factor 6 of the PTO . . . 67

25. Distribution of the Overall Attitude of Teachers on Factor 7 68

26. Chi Square Test of the Overall Attitude of Teachers on Factor 7 of the PTO . . . 70

27. Distribution of the Overall Attitude of Teachers on Factor 8 71

28. Chi Square Test of the Overall Attitude of Teachers on Factor 8 of the PTO . . . 72

29. Distribution of the Overall Attitude of Teachers on Factor 9 73

30. Chi Square Test of the Overall Attitude of Teachers on Factor 9 of the PTO . . . 75

31. Distribution of the Overall Attitude of Teachers on Factor 10 76

32. Chi Square Test of the Overall Attitude of Teachers on Factor 10 of the PTO . . 77

TABLE PAGE

33. Comparison of Mean Factor Scores of Experienced and Inexperienced Teachers . 79

34. Comparison of Mean Factor Scores of Academic and Practical Arts Teachers . . 80

35. Comparison of Mean Factor Scores of Degree and Non-degree Teachers 82

36. Comparison of Mean Factor Scores of Native and Non-native Teachers 83

37. Comparison of Mean Factor Scores of Male and Female Teachers 85

38. Comparison of Mean Factor Scores of Teachers in Larger Schools and Smaller Schools 86

39. Summary of the Chi Square Test of the Overall Attitude of Teachers 88

40. Summary of All Significant Differences Found Between Mean Morale Scores 90

CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

Development of Comprehensive Secondary Schools in Thailand

According to the final report of Deane and others (1969:9-15), the term "comprehensive school" was first used in Thailand in 1951 when a pilot project school was established, under UNESCO sponsorship, in Chachoengsao. Although this project was extended to Cholburi in 1954, both schools soon reverted to their former general academic status following the withdrawal of UNESCO support in 1955.

In 1960 Suranaree Wittaya was opened as the first permanent comprehensive secondary girls' school. Its success as an institution in which girls can pursue the courses which fit their own interests and abilities paved the way for the establishment of the second comprehensive secondary boys' school, Rajseema Wittayalai, in 1963. Both schools are in Nakornrajseema in the northeast of Thailand.

In 1965 the Committee for the Comprehensive Secondary Schools was established by the Ministry of Education. After several sessions and careful study, the committee recommended the expansion of the comprehensive secondary schools along

the same lines as the ones in Nakornrajseema. This recommendation was seconded by a Research Committee on Secondary Education and Human Resource Development which made a thorough study of educational needs in Thailand. Thus the expansion of comprehensive secondary schools became a national policy.

Twenty schools located throughout the country were assigned to the Comprehensive Secondary School Project No. 1 as a five-year plan. In May, 1967, the six schools in Phase 1 opened for the first time as comprehensive secondary schools, providing comprehensive programs at the M.S. 1 level. Two years later they covered a full comprehensive program at the M.S. 1, M.S. 2, and M.S. 3 levels. The three levels are equivalent to Grade 8, Grade 9, and Grade 10 of Canadian school systems.

A feature unique to the comprehensive secondary schools is the number and variety of staff, corresponding to the number and variety of pupils.

It has been known from experience that each staff member in any organization brings along his or her own personality, special problems and interests. At this point, Redfern (1966:39) discusses staff relationships, and points out that whenever a group of people work together, a certain amount of friction usually develops through jealousies, in-group and out-group rivalries, tensions, strains, and the like, which may seriously affect work accomplishment.

Since the six comprehensive secondary schools of

Phase 1 have complete comprehensive programs, it is worthwhile to examine how the teachers feel about their working conditions.

II. STATEMENT OF THE PROBLEM

The central problem of this study was to investigate the attitudes of teachers toward their working conditions in six comprehensive secondary schools of Phase 1 in Thailand.

More specifically, the central problem was broken down into the following researchable sub-problems:

1. What is the overall attitude of the teachers toward their working conditions?

2. What is the difference between the attitudes of experienced teachers and inexperienced teachers toward their working conditions?

3. What is the difference between the attitudes of academic teachers and practical arts teachers toward their working conditions?

4. What is the difference between the attitudes of degree teachers and non-degree teachers toward their working conditions?

5. What is the difference between the attitudes of native teachers and non-native teachers toward their working conditions?

6. What is the difference between the attitudes of

male teachers and female teachers toward their working conditions?

7. What is the difference between the attitudes of teachers in larger schools and smaller schools toward their working conditions?

Hypotheses

Hypothesis 1 There will be favourable attitudes of all teachers toward their working conditions.

Hypothesis 2 There will be significant differences between the mean scores of experienced teachers and inexperienced teachers on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Hypothesis 3 There will be significant differences between the mean scores of academic teachers and practical arts teachers on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Hypothesis 4 There will be significant differences between the mean scores of degree teachers and non-degree teachers on the facors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Hypothesis 5 There will be significant differences between the mean scores of native teachers and non-native teachers on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Hypothesis 6 There will be significant differences between the mean scores of male teachers and female teachers on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Hypothesis 7 There will be significant differences between the mean scores of teachers in larger schools and in smaller schools on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

Significance of the Study

Riessman (1962:95) points out that the importance of the teacher has been under-emphasized and there is a rising concern for the improvement of education for the culturally disadvantaged. He goes on indicating that there has been much study of both child and curriculum without sufficient stress on the part played by the teacher.

Comprehensive secondary schools in Thailand have been recently established throughout the country. Six of them which were selected as the sample have already instituted their comprehensive programs at the M.S. 1, M.S. 2, and M.S. 3 levels. A generally accepted truism is that the teaching staff members have an important part in carrying out the school program to meet its objectives. In other words, the comprehensive secondary schools in Thailand will be successful depending largely upon their present staff members in terms of job satisfaction within the school.

This study will be the first one dealing with teacher attitudes toward working conditions in the selected comprehensive secondary schools. The study may furnish useful information for school administrators in shaping school administration and may be of value to school administrators, the Comprehensive Secondary School Project, and the Department of Secondary Education in providing school facilities, services, resources, and personnel.

III. ASSUMPTIONS

1. It was assumed that the teachers in the six comprehensive secondary schools selected have been familiar with working conditions within this type of school. This is because the schools have already instituted their comprehensive programs at all levels.

2. It was assumed that the Purdue Teacher Opinionnaire would be valid and understandable for Thai teachers because careful translation into the Thai language was made by the investigator under the close supervision of his advisor.

3. In the Likert-type scales used, it was assumed that all items had equal weight; any subset of items was considered to be equal to any other subset, so that scores might be validly summated or averaged.

4. The final assumption was that the teachers' anonymous responses would be reliable.

IV. DELIMITATIONS

This study was delimited to all present teachers who were faculty members in the six comprehensive secondary schools of Phase 1 in the school year of 1970 in Thailand. Those schools selected were Samsen Wittayalai, Piboon Wittayalai, Nakorn Sawan, Rajseema Wittayalai, Khaen-Nakorn Wittayalai, and Roi-ed Wittayalai. They were called, throughout this study, Schools A, B, C, D, E, and F respectively.

All faculty members of each school were selected, excepting principals and assistant principals who did no teaching.

The study was also delimited to consideration of teacher attitudes toward their working conditions in selected comprehensive secondary schools. Attempts to isolate determinants of teachers' attitudes toward their working conditions were delimited to consideration of sex, teaching experience, degree, major teaching area, nativeness, and size of school.

V. LIMITATIONS

The paramount limitation of this study is that teacher attitudes will vary throughout the school year according to circumstances within each school. Circumstances may have existed at the time of the administration of the opinionnaire which led to favourable or unfavourable responses. The level of favourableness measured at the time of the administration

of the opinionnaire may not have been indicative of the general level of favorableness of the teachers throughout the school year because teacher attitudes may change from time to time due to the factors and circumstances involved.

Another limitation of this study is the opinionnaire itself which is used to measure teacher attitudes. The Purdue Teacher Opinionnaire is set up to measure teacher attitudes or morale in the United States, where there is a different educational system, culture and standard of living from Thailand. So teacher responses to the opinionnaire might not help explain actual attitudes of Thai teachers. However, some item content of the Purdue Teacher Opinionnaire was adapted to the Thai educational system, culture and standard of living.

VI. DEFINITION OF TERMS

Comprehensive Secondary Schools

A comprehensive secondary school refers to the school which provides comprehensive programs at a secondary education level for all children suited to their diverse objectives, needs, interests, abilities and aptitudes.

Academic Secondary School

An academic secondary school refers to the school which provides only academic programs for students.

Teacher

In this study, the teacher refers to any person teaching comprehensive secondary school classes. It excludes principals and assistant principals who do no teaching.

Experienced Teachers

Experienced teachers are those who were in academic secondary schools before the schools became comprehensive secondary schools, and those who taught in other academic secondary schools before they have been transferred to their present comprehensive schools.

Inexperienced Teachers

Inexperienced teachers are those who have been appointed to comprehensive secondary schools directly after graduation.

Academic Teachers

Academic teachers are those who spend all or most of the time teaching in the academic field.

Practical Arts Teachers

Practical arts teachers are those who spend all or most of the time teaching in the practical arts field.

Degree Teachers

Degree teachers are those who hold at least a bachelor's degree.

Non-Degree Teachers

Non-degree teachers are those who do not hold any degrees.

Native Teachers

Native teachers are those who were born in the regions where their present schools are, and also can speak the local dialect.

Non-Native Teachers

Non-native teachers are those who come from regions other than the region where their present school exists.

Teachers in Larger Schools

Teachers in larger schools are those who teach in any selected school which has 100 or more staff members.

Teachers in Smaller Schools

Teachers in smaller schools are those who teach in any selected school with less than 100 staff members.

Morale or Job Satisfaction

Morale or job satisfaction is an attitude to various aspects of the working conditions as expressed in responses to the items on the Purdue Teacher Opinionnaire, and as measured by that instrument.

Morale Factors

Morale factors are the ten factors identified and described by the authors of the Purdue Teacher Opinionnaire; each factor purporting to be a description of a dimension to teacher morale. (Rempel and Bentley, 1967:4)

Total Morale

Total morale is a global measure of attitude arrived at by summing the scores achieved on the ten morale factors of the Purdue Teacher Opinionnaire.

Attitude

Attitude, according to Sherif and Sherif (1967:115), may be defined as the individual's set of categories for evaluating a stimulus domain, which he has established as he learns about that domain in interaction with other persons and which relate him to various subsets within the domain with varying degrees of positive or negative effect.

VII. ORGANIZATION OF THE THESIS

A review of related literature is presented in the next chapter and consideration given to the theoretical base which provides the framework for this study. This is followed in Chapter 3, by a description of the instrument used and by an outline of the methodology employed. In Chapter 4, a complete description of the sample used is given. Chapter 5 outlines the procedures used in the analysis of the data, reports the results of the statistical treatment applied, and discusses the significant differences of these findings. The final chapter of the thesis presents a summary of the study, gives some general conclusions, and suggests some implications and area for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate the attitudes of teachers toward their working conditions in six comprehensive secondary schools in Thailand.

Many writers have attempted to explain what attitude is and how it is measured. Wiersma (1969:207) notes that the attitude is TOWARD something. Usually attitudes are thought in terms such as acceptance-rejection or favourable-unfavourable. The intensity of feeling is not dichotomous but usually considered to be some kind of continuum between the extremes.

Best (1959:155) indicates that the information from attempts to obtain the measured attitude or belief of an individual is known as an opinionnaire or attitude scale. How an individual feels, or what he believes, is his attitude. But it is difficult, if not impossible, to describe and measure attitude. The researcher must depend upon what the individual says as to his beliefs and feelings. This is the area of opinion.

Satisfaction is defined by Vroom (1964:99) as the affective orientations or attitudes on the part of individuals toward work roles they are presently occupying. For

example, positive attitudes are conceptually equivalent to satisfaction, and negative attitudes toward the student work role are equivalent to dissatisfaction.

It may be concluded that attitudes are thought of in terms such as acceptance-rejection or favourable-unfavourable or satisfaction-dissatisfaction.

According to Johnson (1968:4), the term "morale" is used as the equivalent of "job satisfaction." This point of view is taken by Cartwright and Zander (1960:501), Blocker and Richardson (1963:200), and Rempel and Bentley (1967:1). This present study also takes this point of view. Johnson goes on indicating that a person or group of persons who express a high degree of satisfaction with various aspects of their work situation are said to have high morale and conversely those who express dissatisfaction are said to have low morale.

A definite relationship exists between working conditions in a school system and teacher performance on the job. As pointed out in a yearbook of the American Association of School Administrators (1955:16):

> ... it is impossible to conceive of a satisfactory and effective program of education being offered except by teachers who, by and large, take considerable satisfaction in their work and in the conditions under which it is performed.

For this reason, as Chamberlain and Kindred (1966:183) stated, the beginning teacher should be aware of the influence of working conditions on his happiness and success. He should

have a fairly good understanding of the forces and conditions that shape and control the work environment. Fournet *et al* (1966:165) also indicate that the individual and the job appear to be related to job satisfaction, but they are intercorrelated to such an extent that it is extremely difficult to isolate them for scientific investigation; in fact, to attempt this isolation may mean the loss of the interaction effect among variables.

Theoretical Framework

This part of the chapter is designed to present the theoretical framework relevant to the problem stated in Chapter 1. The framework selected is drawn from theories of organizations and the behavior in interaction of individuals within organizations. These theories are selected because the school is treated as an organization or a formal organization.

Organization Theory

Schein (1965:8) gives a definition of what an organization is:

> An organization is the rational coordination of the activities of a number of people for the achievement of some common explicit purpose or goal, through division of labor and function, and through a hierarchy of authority and responsibility.

From the definition cited above it can be said that two major characteristics of an organization are goal-oriented

behavior and coordination of activities.

Barnard (1956:73) gives a slightly different idea of organization when he defines it as that type of cooperation among men which is conscious, deliberate, and purposeful. He goes on to point out that only some of the activities of any given person are relevant to the achievement of a particular goal and, in fact, the same person can belong to many different organizations because in each one only some of his activities are relevant.

Weber (1947:151) also defines a formal organization or a corporate organization as an associative social relationship characterized by an administrative staff devoted to such continuous purposive activity.

O'Reilly (1967:13) states that organizational goals are not necessarily static. Etzioni (1964:15-9) also points out that goals of any organization may shift from the original purpose according to the needs of the organization to survive. For instance, if a goal is never completely achieved, a new one has to be set up.

Weber (1947:333-4) indicates characteristics of a bureaucratic organization which would ensure coordination, control and predictability. He states that the whole administrative staff under the supreme authority consists of individual officials who are appointed and function according to the following criteria:

(1) They are personally free and subject to authority only with respect to their impersonal official obligations.

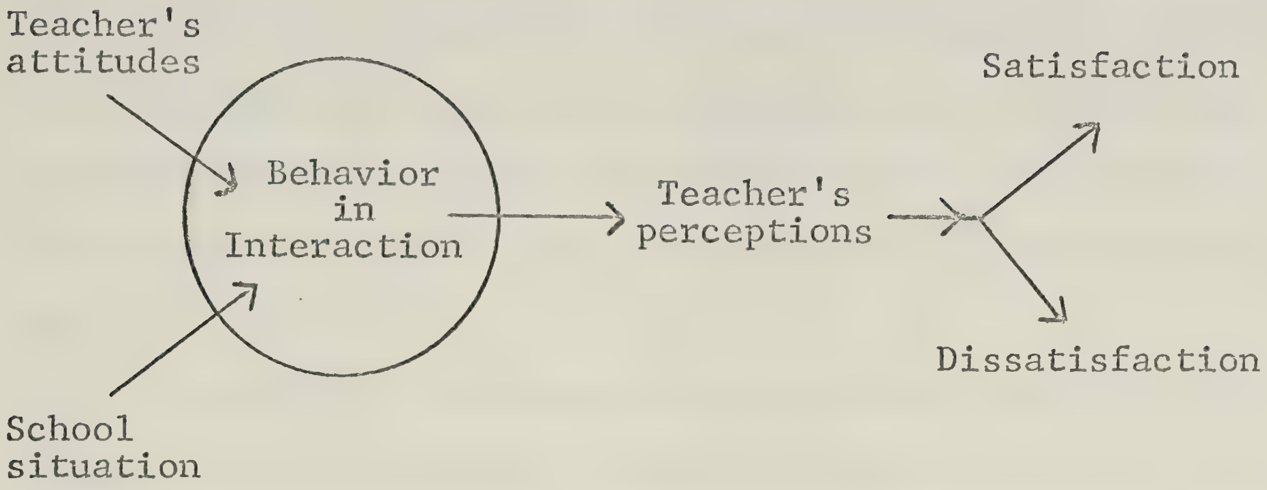
(2) They are organized in a clearly defined hierarchy of offices.
(3) Each office has a clearly defined sphere of competence in the legal sense.
(4) The office is filled by a free contractual relationship.
(5) Candidates are selected on the basis of technical qualification.
(6) They are remunerated by fixed salaries in money.
(7) The office is treated as the sole occupation of the incumbent.
(8) It constitutes a career. Promotion is dependent on the judgment of superiors.
(9) The official's work entirely separated from ownership of the means of administration and without appropriation of his position.
(10) He is subject to strict and systematic discipline and control in the conduct of the office.

The School as a Formal Organization

Davis and Nickerson (1968:2) present a simple definition of the school when they state it as an organization created by the society to achieve specific purposes which the society has judged can be achieved best through a formal structure. To say that the school is or can be responsible for the total learning and development of the child is significantly apart from the truth.

The Theory of Behavior in Interaction

As Okonkwo (1966:33) indicated, the theory of behavior in interaction may help explain teachers' attitudes of satisfaction or dissatisfaction toward their working conditions in school. In his review of research, he presents a diagrammatic representation of behavior in interaction of individuals within the organization, based on the theory of Brookover (1955:3).



The interaction occurs between the situation or action and the teacher's attitudes and the result is reflected in the direction of the teacher's perceptions which may lead him to satisfaction or dissatisfaction.

The teacher's attitude is the enduring aspect of his personality, motivation, expectations and self-involvement. The school situation involves condition of services, day-to-day personnel policies and human relations with administrators, other staff members, the pupils and the community.

An important lesson to be learned is that the administrators must become more aware of teachers' perceptions. Olson (1968:41) may be right when he states:

> If teachers and administrators of public school systems do not understand each other, it is partly because some administrators are drifting away from the realities of the classroom. And if they continue to drift away from these realities, administrators may become obsolete.

According to Morrison and McIntyre (1969:34), a teacher's behavior is dependent upon the social and organiza-

tional framework within which he works. Formal and informal relationships with principal, colleagues, pupils' parents and others concerned with the work of a teacher's life, but may also have a considerable influence on his classroom behavior.

Havighurst and Neugarten (1957:371) point out the effects on teacher-teacher interaction when they state that the greater heterogeneity of social origin also affects the interaction between teachers. In many schools, new problems are created as the attitude of older teachers come into conflict with those of younger.

Burrup (1967:215) concludes that success in the operation of the school and the attainment of its purpose would be impossible without a high degree of teamwork between teachers and school administrators.

Related Research Findings

This part of the study deals with factors of educational research findings which affect teacher attitude or satisfaction in general.

Hedlund and Brown (1951:40-2) carried out a study in order to identify the factors affecting teacher attitude or satisfaction. Three thousand teachers in 117 schools in New York State reported that the causes of dissatisfaction in teaching were: salary conditions; teaching conditions; community conditions; and administrative conditions.

Kaplan (1952:649-665) summarized reactions from 150 experienced elementary school teachers in which they reported that 50 per cent of teacher annoyances related to concern over the behavior of children; 25 per cent were related to school organization; 15 per cent dealt with extra-curricular school obligations and pressures; and 10 per cent were related to teachers' professional status.

A study of Murray (1955:128) noted that many teachers left the profession because of poor school buildings and equipment and poor living accommodations in the rural districts where they worked.

Harrap (1959:55-7) at the Divisions of Surveys and Field Services of George Peabody College for Teachers conducted a survey on teacher morale in 20 school systems between 1949 and 1957. The most common causes of poor morale were inadequate salaries, large classes, poor administration, lack of a daily period of relaxation, unsatisfactory plant and buildings, and lack of teaching materials and equipment. Other causes were, in order of importance, absence of democratic administrative procedures and a share in policy making, lack of cooperation of public on boards of education, impoverished social and recreational life, and inadequate provision for teacher tenure.

Redefer (1959:59-62) made a survey of 5,000 teachers in 24 school districts to determine the factors that influence faculty morale. He found that the morale of teaching facul-

ties is closely related to the quality of education in individual schools and that the morale score of teachers had a significant correlation with the rating, by administrators, of superiority. Salary and salary schedule, while important, did not determine the morale status of the individual teacher or faculty group.

William (1959:66-8) found that among fifty teachers he studied, salary came second as the reason for accepting their present positions. Thirty teachers who chose to return and twenty who chose not to return to their positions indicated that salary was the third major reason for their decision.

In a study conducted among 348 elementary and 445 secondary school teachers in California, McLaughlin and Shea (1960:216-24) found that excessive clerical work, supervision of pupils and assignment of extra functions after school were three of the six major factors of dissatisfaction reported by elementary school teachers. Secondary school teachers reported that negative student attitude toward learning, excessive school work, over-enrollment of classes and ineffectual school disciplinary policies were major sources of dissatisfaction.

A study of Aikenhead (1960:102) in Alberta found that city teachers showed the following to be sources of greater satisfaction than did the rural-town teachers: school buildings, particularly classrooms and teachers'

room; classroom teaching under the encouragement of peers; and leadership of the principal. The conditions which rural-town teachers listed most frequently as discouraging were lack of gymnasia, auditoria and libraries and pressure from the critical parents.

Brickman (1964:63-4) also reported that personnel policies and practices rather than salary were the key to high or low morale among teachers. The salary factor, though important, was not the chief source but a contributing factor of satisfaction or dissatisfaction among teachers.

By interviewing 250 junior college faculty members, Garrison (1966:16-20) found that two common problems most frequently mentioned by them were: lack of time and energy to develop professional and philosophical attitudes because of the large members of students, contact hours, and preparations; and difficulty in keeping up with the latest developments in their subject-matter disciplines.

Okonkwo (1966:152-4) found that the proportion of satisfaction of satisfied teachers was generally much higher than the proportion of dissatisfied teachers and levels of teacher satisfaction tended to increase progressively as years of professional experience increased. He concluded that more teachers preferred their profession than their school system.

A study undertaken by the NEA Research Division (1968:40-1), 19 factors or areas of potential teacher dis-

satisfaction were assessed. The popular belief that salaries are the single most important factor in job satisfaction among teachers was not substantiated. In almost every group studied, salary dissatisfaction was not the most pressing problem although it has rather consistently been found to be one of the factors high in dissatisfaction among teachers.

It is interesting that an area with a high degree of dissatisfaction in the study made so far has been the availability of teaching materials and supplies.

Collins and Nelson (1968:3-10) conducted the study of teacher morale by using the Purdue Teacher Opinionnaire to union (AFT) and non-union (NEA) teachers. The results revealed that non-union teachers had significantly higher morale for the status and salary factors and for the total morale. Other significant interactions revealed that younger, lower salaried, non-tenure, lesser-experienced union teachers had higher morale than older, higher salaried, most-experienced union teachers while the opposite was found for non-union teachers.

Johnson (1968:79), in his study of teacher satisfaction, administered the Purdue Teacher Opinionnaire to 226 teachers in six high socio-economic status schools and five low socio-economic status schools in Edmonton. He found that the teachers in the low status schools had significantly lower mean scores on teacher salary, curriculum issues

and community support of education; and a significantly higher mean score on rapport with principal.

Another recent analysis of the effect of personal characteristics on worker satisfaction was conducted by the NEA Research Division (1969:6-7) as part of the validation and standardization process for a questionnaire being developed in the area of job satisfaction. Teachers' satisfaction with economic status tended to improve with age. The older teachers also tended to have a more favorable attitude toward school board, their work load, supplies and pupils. Women were more satisfied in their teaching position than were men; in fact, married women were the most satisfied, and men as a group were the least satisfied, except in work load and working conditions. Single women were the least happy group in attitude toward the school, the job, and work load.

In general, the elementary school teachers were the most satisfied with relationships, and senior high school teachers, the least satisfied. For such factors as attitude toward the job, the school, and the pupils, junior high school teachers were the least satisfied. Age, sex, and teaching level all had an important influence on how the teacher viewed his job.

Another study as measured by the Purdue Teacher Opinionnaire was conducted by Diemert (1969:81) on 236 teachers in team teaching schools and conventional schools

in Edmonton. He found that the team teachers had significantly higher mean scores on curriculum issues, community support of education, and school facilities and services; and a significantly lower mean score on teacher salary.

The most recent study was undertaken by Rempel and Bentley (1970:534-539), the inventors of the Purdue Teacher Opinionnaire. The PTO was administered to 3,075 secondary school teachers in 60 Indiana and 16 Oregon schools.

The results related to this present study were: (1) the teacher morale was significantly related to total years of experience; (2) total morale score for vocational teachers did not differ significantly from those for non-vocational teachers. However, the vocational teachers reacted less favorably to teacher load but more favorably to teacher rapport with principal than did the non-vocational teachers; (3) teachers holding a master's degree had higher morale than those with the bachelor's degree, in satisfaction with teaching, curriculum issues, school facilities and services, and community pressures; (4) the morale scores of the women were significantly higher than those of the men for satisfaction with teaching, teacher salary, teacher status, community pressures, and also for the total morale score; (5) teachers in the largest high schools responded much more favorably to salary, curriculum, and school facilities and services than the teachers in smaller high schools.

From the research findings reviewed, it can be concluded that factors that affect teacher attitudes fall into the following areas in rank order: policy-making; salary; curriculum; community; administration and school organization which include class size, buildings, disciplinary policy, school work and school facilities and services.

CHAPTER III

INSTRUMENTATION AND METHODOLOGY

I. INSTRUMENTATION

The instrument used for the measurement of teacher attitude of satisfaction was the Purdue Teacher Opinionnaire prepared by Averno M. Rempel and Ralph R. Bentley. The first form of the opinionnaire, developed in 1961, consisted of 145 items. In the development of the instrument, in 1967, an experimental form was administered to a large representative sample of high school teachers (Rempel and Bentley, 1967:2). The final choice of items was reduced to 100 which categorized into 10 factors.

The authors of this instrument claim for it considerable reliability and diagnostic ability. It was constructed by the factor analysis of a larger number of items purporting to measure various dimensions of the teacher morale.

The Purdue Teacher Opinionnaire is designed to provide a measure of teacher morale. Not only does the opinionnaire yield a total score indicating the general level of a teacher's morale, but it also provides meaningful sub-scores which break down morale into some of its dimensions. The ten categories included are: (1) Teacher

Rapport with Principal; (2) Satisfaction with Teaching; (3) Rapport among Teachers; (4) Teacher Salary; (5) Teacher Load; (6) Curriculum Issues; (7) Teacher Status; (8) Community Support of Education; (9) School Facilities and Services; and (10) Community Pressures.

The ten factors of the Purdue Teacher Opinionnaire are defined in the following manner and seem to be consistent with the findings of the studies cited:

> Factor 1 - Teacher Rapport with Principal - deals with the teachers' feelings about the principal -- his professional competency, his interest in teachers and their work, his ability to communicate, his skill in human relations.
>
> Factor 2 - Satisfaction with Teaching - pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, and enjoys his students and believes in the future of teaching as an occupation.
>
> Factor 3 - Rapport Among Teachers - focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests and competency of his peers.
>
> Factor 4 - Teacher Salary - pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?
>
> Factor 5 - Teacher Load - deals with such matters as record-keeping, clerical work, "red-tape", community demands on teacher time, extra-curricular load, and keeping up to date professionally.
>
> Factor 6 - Curriculum Issues - solicits teacher reactions in the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

> Factor 7 - Teacher Status - samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.
>
> Factor 8 - Community Support of Education - deals with the extent to which the community understands and is willing to support a sound educational program.
>
> Factor 9 - School Facilities and Services - has to do with the adequacy of facilities, supplies and equipment and the efficiency of the procedures for obtaining materials and services.
>
> Factor 10 - Community Pressures - gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom. (Rempel and Bentley, 1967:4)

The particular items which appear in each of the ten factors are indicated in Appendix A.

II. RELIABILITY

The revised form was administered to the high school faculties with 20 or more teachers in Indiana and Oregon. The 60 Indiana schools were a stratified random sample and the 16 Oregon schools were selected primarily from the eastern part of the state. The sample included 3023 teachers (Rempel and Bentley, 1967:5). There was little difference between the means and standard deviations for the ten factors and total, and those obtained on a re-test administration about four weeks later. The test/retest correlations reported by the authors were all above .60 and most were .80 or greater. It was also reported that the inter-factor cor-

relations were significantly low to make factor scores meaningful in assessing the status of morale for an individual or for a group. The authors cite several studies in which the instrument has been found to discriminate sharply among different schools, and also among the individual teachers in a particular school.

Relevance of the Morale Factors to the Present Sample

Since the sample of this study was different in terms of cultural backgrounds and educational system from the sample of other studies which used this instrument, a factor analysis of the 100 items was performed to give some identification of the context to which the ten factors were meaningful to the present sample.

The criterion used in this study for the placement of an item within a particular factor was the existence of a factor loading of .40 or greater. The factor loadings and communalities are shown in Appendix B.

Of the twenty items in Purdue Factor 1, all appeared as one factor in the present analysis. Nine of the twenty items that constitute Purdue Factor 2 could be considered as a second factor. The third Purdue Factor has fourteen items and thirteen of these were confirmed as a factor in the present study. Of the seven items in Purdue Factor 4, there were four which emerged as one factor. Six of the eleven

items that constitute Purdue Factor 5 appeared as one factor. The sixth Purdue Factor has five items and five of these confirmed as a factor. The seventh Purdue Factor has eight items and four of these were confirmed as one factor. Two of the five items in Purdue Factor 8 could be considered as one factor. Of the five items in Purdue Factor 9, there were three which emerged as a factor. Of the five items in Purdue Factor 10, none appeared as a factor in the present analysis.

It is obvious that items dealing with community such as Factor 8 (Community Support of Education) and Factor 10 (Community Pressures) do not appear satisfactorily confirmed for each factor. For instance, only two of the five items of Factor 8 were confirmed as a factor and none appeared for Factor 10. The evidence is that the education in Thailand is the national system. Almost all supports and pressures always come directly from the government central office. The community does not take an important part in education.

III. TREATMENT OF DATA

Scoring

The responses to the Purdue Teacher Opinionnaire were scored in accordance with the Likert Method of Summated Ratings. (Best, 1959:157-7) The actual Likert scaling technique assigns each position a scale value. Starting with a

point of view, all statements favoring this position would be scored:

		Scale Value
A.	Strongly Agree	5
B.	Agree	4
C.	Not Sure	3
D.	Disagree	2
E.	Strongly Disagree	1

For statements opposing this position, the items would be scored in the opposite order:

		Scale Value
A.	Strongly Agree	1
B.	Agree	2
C.	Not Sure	3
D.	Disagree	4
E.	Strongly Disagree	5

Factor scores were derived by summing the weights assigned to the items belonging to a given factor. (See Appendix A) The total score is the sum of all factor scores. The ten factor scores and the total were computed to find their mean scores and standard deviations.

Statistical Treatment

1. All item scores in each subtest were summed up and tabulated into a frequency table. The means and standard

deviations were computed. These in turn described the nature of the overall attitude of the teachers toward their working conditions in school.

Chi Square was used to test if there was any difference between favorable and unfavorable frequencies of teacher attitudes.

2. The t-test was used when comparisons of mean scores for the ten factors of the Purdue Teacher Opinionnaire were made between sub-samples produced on the basis of dichotomous variables. Six of the independent variables were dichotomous on the basis of whether they were:

(i) experienced or inexperienced teachers;
(ii) academic or practical arts teachers;
(iii) degree or non-degree teachers;
(iv) native or non-native teachers;
(v) male or female teachers; and
(vi) teachers in larger schools or smaller schools.

The level of probability accepted as significant was set at .05. (Ferguson, 1966:166)

CHAPTER IV

DESCRIPTION OF THE SAMPLE

THE SAMPLE

Characteristics of the Sample

Schools. Six comprehensive secondary schools in Phase 1 of the Comprehensive Secondary School Project in Thailand were selected as the sample. The schools varied in size between 1,013 and 1,966 students and the total number of staff members in the school ranged from 62 to 112. Five of the schools were academic secondary schools before they became comprehensive secondary type and one had been established as a new comprehensive secondary school. All of the schools have instituted a full operation of comprehensive programs at the M.S. 1, M.S. 2, and M.S. 3 levels. Three of the schools are in the north-east of Thailand; one in the north; one in the central part; and one in Bangkok, the capital city.

Teachers. The teachers included in the sample were all staff members in the six comprehensive secondary schools selected, excepting the principals and assistant principals who did no teaching.

An examination of Table 1 (p. 35) shows the number

TABLE 1

NUMBER OF PUPILS AND TEACHERS IN EACH SCHOOL

School	Total Number of	
	Pupils	Teachers*
A	1,766	112
B	1,966	109
C	1,171	62
D	1,766	110
E	1,013	74
F	1,124	65
Total	8,806	532
Mean	1467.6	88.6

*Does not include principals and assistant principals who do no teaching.

of pupils and teachers in each school. The mean enrolment was 1,467.6 and the mean number of teachers was 88.6.

Age. The greatest number of teachers fell into the 25 to 35 age group, 55.59 per cent of all respondents. Table 2 (p. 37) shows that of the teachers who completed the opinionnaire, 75 teachers, or 24.89 per cent were under 25 years of age; 174, or 55.59 per cent were between 25 to 35; 52, or 16.61 per cent between 36 to 45; 7, or 2.23 per cent between 46 to 55; and 2, or 0.68 per cent were 56 or over.

Salary. Table 3 (p. 38) shows the distribution of teachers by salary. The greatest number of teachers fell into 950 to 1,800 baht a month, 87.21 per cent of all the teachers.

Sex. Table 4 (p. 39) summarizes the characteristics of teachers related to sex. It shows that the 169 female teachers, 53.99 per cent of respondents, outnumbered the 144 male teachers reporting, 46.01 per cent of all respondents.

Experienced and Inexperienced Teachers. The distribution of respondents by teaching experience is shown in Table 5 (p. 40). Of the 313 teachers in the usable sample, one hundred and fifty-eight were experienced teachers with 50.16 per cent of the total respondents and one hundred and fifty-five were inexperienced teachers, 49.84 per cent.

TABLE 2

DISTRIBUTION OF TEACHERS BY AGE

Age in Years	Number of Teachers	Per Cent
Under 25	78	24.89
25 - 35	174	55.59
36 - 45	52	16.61
46 - 55	7	2.23
56 and over	2	0.68
Total	313	100.00

TABLE 3

DISTRIBUTION OF TEACHERS BY SALARY

Monthly Salary in Baht*	Number of Teachers	Per Cent
900 and under	21	6.71
950 - 1250	137	43.77
1300 - 1800	136	43.44
1900 - 2600	16	5.11
2750 and over	3	0.97
Total	313	100.00

*20 baht = 1 dollar (approximately)

TABLE 4

DISTRIBUTION OF MALE AND FEMALE TEACHERS

Schools	Teachers		
	Male	Female	Total
A	4	30	34
B	48	51	99
C	25	24	49
D	27	24	51
E	18	23	41
F	22	17	39
Total	144	169	313
Per Cent	46.01	53.99	100.00

TABLE 5

DISTRIBUTION OF EXPERIENCED AND INEXPERIENCED TEACHERS

Schools	Teachers			
	Experienced[a]		Inexperienced[b]	
	Male	Female	Male	Female
A	4	18	-	12
B	23	30	25	21
C	8	13	17	11
D	14	13	13	11
E	9	8	9	15
F	16	2	6	15
Total	74	84	70	85
Grand Total	158		155	
Per Cent	50.16		49.84	

[a] Those teachers who were in academic secondary schools before the schools became comprehensive secondary schools, and those who taught in other academic secondary schools before they have been transferred to their present comprehensive secondary schools.

[b] Those teachers who have been appointed to comprehensive secondary schools directly after their graduations or previous work.

Among the experienced teachers, there were more females than males and also among inexperienced teachers.

Academic and Practical Arts Teachers. Table 6 (p. 42) summarizes the distribution of respondents by area of teaching. Of the 313 teachers in the usable sample, two hundred and twenty-one were academic teachers with 70.61 per cent of all respondents and ninety-two were practical arts teachers, 29.39 per cent. Among academic teachers there were more females than males and there were more males than females among practical arts teachers.

Degree and Non-degree Teachers. The distribution of respondents by qualification is shown in Table 7 (p. 43). Of the 313 teachers in the usable sample, one hundred and sixty-four were degree teachers with 52.39 per cent of the total respondents and one hundred and forty-nine were non-degree teachers, 47.61 per cent. Among the degree teachers there were more females than males but there were more males than females among the non-degree teachers.

Native and Non-native Teachers. Table 8 (p. 44) summarizes the distribution of teachers by nativeness of each region. Of the 313 teachers in the usable sample, one hundred and sixty were native teachers with 51.12 per cent of all respondents and one hundred and fifty-three were non-native teachers, 48.88 per cent. Among the native teachers there were more males than females but there were more fe-

TABLE 6

DISTRIBUTION OF ACADEMIC AND PRACTICAL ARTS TEACHERS

Schools	Teachers			
	Academic[a]		Practical Arts[b]	
	Male	Female	Male	Female
A	3	23	1	7
B	26	39	22	12
C	15	22	10	2
D	17	23	10	1
E	9	15	9	8
F	17	12	5	5
Total	87	134	57	35
Grand Total	221		92	
Per Cent	70.61		29.39	

[a] Those teachers who spend all or most of the time teaching in the academic field.

[b] Those teachers who spend all or most of the time teaching in the practical arts field.

TABLE 7

DISTRIBUTION OF DEGREE AND NON-DEGREE TEACHERS

Schools	Teachers			
	Degree[a]		Non-Degree[b]	
	Male	Female	Male	Female
A	4	20	-	10
B	21	25	27	26
C	8	16	17	8
D	12	18	15	6
E	9	15	9	8
F	8	8	14	9
Total	62	102	82	67
Grand Total	164		149	
Per Cent	52.39		47.61	

[a] Those teachers who hold at least a bachelor's degree.

[b] Those teachers who do not hold any degree.

TABLE 8

DISTRIBUTION OF NATIVE AND NON-NATIVE TEACHERS

Schools	Teachers			
	Native[a]		Non-Native[b]	
	Male	Female	Male	Female
A	2	14	2	16
B	24	24	24	27
C	16	12	9	12
D	13	8	14	16
E	10	7	8	16
F	17	13	5	4
Total	82	78	62	91
Grand Total	160		153	
Per Cent	51.12		48.88	

[a] Those teachers who were born in the regions where their present schools are and also can speak the dialect.

[b] Those teachers who come from other regions.

males than males among the non-native teachers.

Teachers in Larger Schools and Smaller Schools. The distribution of respondents by school size is shown in Table 9 (p. 46). Of the 313 teachers in the usable sample, one hundred and eighty four were teachers in larger schools with 58.78 per cent of the total respondents and one hundred and twenty-nine were teachers in smaller schools, 41.22 per cent. Among the teachers in larger schools there were more females than males but there was only one male more than females among teachers in smaller schools.

Responses to the Questionnaire

By the permission and the cooperation of the Director of the Thailand Comprehensive Secondary School Project in Bangkok the questionnaires were mailed out to all staff members of those six schools selected in late February 1971. In April all responses to the questionnaires were mailed to the investigator in Edmonton from Thailand. Table 10 (p. 47) shows the numbers and percentage of questionnaires distributed, returned, and in usable condition from each school.

The overall return of 59.69 per cent and the total usable return of 58.83 per cent were considered satisfactory. The poor return from school A occurred because of some misunderstanding of the person in charge of distribution of the questionnaires in the school. This made the percentage and numbers of overall return lower than expected. Most unusable

TABLE 9

DISTRIBUTION OF TEACHERS IN LARGER SCHOOLS AND SMALLER SCHOOLS

Schools	Teachers			
	Larger Schools[a]		Smaller Schools[b]	
	Male	Female	Male	Female
A	4	30	-	-
B	48	51	-	-
C	-	-	25	24
D	27	24	-	-
E	-	-	18	23
F	-	-	22	17
Total	79	105	65	64
Grand Total	184		129	
Per Cent	58.78		41.22	

[a] Those teachers who teach in any selected school which has 100 or more staff members.

[b] Those teachers who teach in any selected school with less than 100 staff members.

TABLE 10

NUMBERS OF QUESTIONNAIRES DISTRIBUTED AND RETURNED

	SCHOOLS						
	A	B	C	D	E	F	TOTAL
Number of Questionnaires Distributed	112	109	62	110	74	65	532
Number of Questionnaires Returned	35	99	49	54	41	41	319
Percentage Returned	31.25	90.82	79.03	49.09	55.41	63.07	59.69
*Number of Usable Questionnaires	34	99	49	51	41	39	313
Percentage Usable	30.36	90.82	79.03	46.36	55.41	60.00	58.83

* Partially completed and incorrectly completed questionnaires were discarded.

returns from schools A, D, and F had only some missing data and were apparently the result of errors in completion rather than any unwillingness to participate in the study.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this chapter is to present an analysis of the data. It includes a description of findings from each hypothesis tested and discussion of the findings resulting from the testing of hypotheses.

According to Best (1959:59) the total mean score of any respondent would fall between 1 and 5; above 3, if opinions tended to be favorable, and below 3, if opinions tended to be unfavorable to the given point of view. The total mean score of 3 would be neutral.

Descriptive statistics and Chi Square were used to test Hypothesis 1.

Hypothesis 1. There will be favorable attitudes of all teachers toward their working conditions.

Table 11 (p. 50) summarizes the distribution of the overall attitude of the teachers as measured by the Purdue Teacher Opinionnaire. Of 313 respondents with the total mean score of 3.23 and standard deviation of 0.38, two hundred and twenty-five teachers with 71.88 per cent of the total respondents had a total mean score above 3 which tended to be favorable. Eighty-four teachers with 26.83 per cent of the total respondents had a total mean score below 3 which tended to be

TABLE 11

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Overall Attitude	No. of Teachers	%	Male	%	Female	%
Favorable	225	71.88	101	70.14	124	73.37
Neutral	4	1.29	1	0.69	3	1.77
Unfavorable	84	26.83	42	29.17	42	24.86
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.23 Standard Deviation = 0.38

unfavorable. Only four teachers with 1.29 per cent had a total mean score of 3 which showed a neutral attitude.

The Chi Square test between favorable and unfavorable frequencies in Table 12 (p. 52) indicates the value of 64.32 which is significant at .001 level. It is evident that more teachers tended to be favorable than unfavorable toward their working conditions in school.

Of 144 male teachers, one hundred and one with 70.14 per cent showed a favorable attitude and forty-two with 29.17 per cent showed an unfavorable one. The Chi Square test indicates the value of 24.34, significant at .001 level. It can be noted that more males tended to be favorable than unfavorable toward their working conditions in school.

Of 169 female respondents, one hundred and twenty-four with 73.37 per cent indicated a favorable attitude and forty-two with 24.86 per cent showed an unfavorable one. The Chi Square test shows the value of 40.50, significant at .001 level. It indicates that more females tended to be favorable than unfavorable toward their working conditions in school.

Table 13 (p. 53) summarizes the distribution of the overall attitude of the teachers on Factor 1: "Teacher Rapport with Principal." Of 313 respondents with the total mean score of 3.31 and standard deviation of 0.66, two hundred and thirteen teachers with 68.05 per cent showed a favorable attitude and ninety-four with 30.03 per cent showed an unfavorable

TABLE 12

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Overall Attitude	Number of Teachers	Male	Female
Favorable	225	101	124
Unfavorable	84	42	42
Chi Square	64.32*	24.34*	40.50*

* Significant at .001 level.

TABLE 13

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 1

Factor 1 Teacher Rapport with Principal	No. of Teachers	%	Male	%	Female	%
Favorable	213	68.05	99	68.75	114	67.45
Neutral	6	1.92	1	0.70	5	2.97
Unfavorable	94	30.03	44	30.55	50	29.58
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.31 Standard Deviation = 0.66

one. The Chi Square test in Table 14 (p. 55) indicates the value of 46.12, significant at .001 level. It can be said that more teachers showed a favorable attitude than an unfavorable one toward their principals.

Both males and females showed a favorable attitude toward their principals. (Table 14, p. 55)

Table 15 (p. 56) summarizes the distribution of the overall attitude of the teachers on Factor 2: "Satisfaction with Teaching." Of 313 respondents with the total mean score of 3.37 and standard deviation of 0.41, two hundred and fifty-five with 81.46 per cent tended to be favorable and fifty-one with 16.46 per cent tended to be unfavorable. The Chi Square test in Table 16 (p. 57) shows the value of 136.00, significant at .001 level. It indicates that more teachers tended to show a favorable attitude than an unfavorable one toward their teaching conditions.

Both males and females tended to show a favorable attitude toward their teaching conditions. (Table 16, p. 57)

Table 17 (p. 58) summarizes the distribution of the overall attitude of the teachers on Factor 3: "Rapport among Teachers." Of 313 respondents with the total mean score of 3.31 and standard deviation of 0.57, two hundred and eleven with 67.41 per cent showed a favorable attitude and eighty-nine with 28.43 per cent showed an unfavorable one. The Chi Square test in Table 18 (p. 59) indicates the value of 49.60, significant at .001 level. It is evident that more teachers showed a favorable rather than unfavorable attitude toward

TABLE 14

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 1 Teacher Rapport with Principal	Number of Teachers	Male	Female
Favorable	213	99	114
Unfavorable	94	44	50
Chi Square	46.12*	21.14*	24.96*

* Significant at .001 level.

TABLE 15

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 2

Factor 2 Satisfaction with Teaching	Number of Teachers	%	Male	%	Female	%
Favorable	255	81.46	116	80.55	139	82.24
Neutral	7	2.25	2	1.40	5	2.97
Unfavorable	51	16.29	26	18.05	25	14.79
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.37 Standard Deviation = 0.41

TABLE 16

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 2 Satisfaction with Teaching	Number of Teachers	Male	Female
Favorable	255	116	139
Unfavorable	51	26	25
Chi Square	136.00*	57.04*	79.24*

* Significant at .001 level.

TABLE 17

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 3

Factor 3 Rapport among Teachers	No. of Teachers	%	Male	%	Female	%
Favorable	211	67.41	94	65.27	117	69.23
Neutral	13	4.16	9	6.26	4	2.37
Unfavorable	89	28.43	41	28.47	48	28.40
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.31 Standard Deviation = 0.57

TABLE 18

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 3 Rapport among Teachers	Number of Teachers	Male	Female
Favorable	211	94	117
Unfavorable	89	41	48
Chi Square	49.60*	20.80*	28.84*

* Significant at .001 level.

other teachers in school.

Both males and females tended to show a favorable attitude toward their staff members in school. (Table 18, p. 59)

Table 19 (p. 61) indicates the distribution of the overall attitude of the teachers on Factor 4: "Teacher Salary." Of 313 respondents with the total mean score of 2.96 and standard deviation of 0.78, one hundred and fifty-seven teachers with 50.15 per cent showed a favorable attitude and one hundred and thirty-five with 43.13 per cent showed an unfavorable one. The Chi Square test in Table 20 (p. 62) shows the value of 1.64 which is not significant at the .05 level. It can be noted that there is no significant difference between numbers of favorable and unfavorable frequencies of teacher attitude toward their salaries.

It is also evident that there is no significant difference between numbers of favorable and unfavorable frequencies of male and female attitudes toward their salaries. (Table 20, p. 62)

Table 21 (p. 63) summarizes the distribution of the overall attitude of the teachers on Factor 5: "Teacher Load." Of 313 respondents with the total mean score of 3.20 and standard deviation of 0.56, one hundred and ninety-seven with 62.93 per cent tended to be favorable and one hundred and four with 33.22 per cent tended to be unfavorable. The Chi Square test in Table 22 (p. 64) shows the

TABLE 19

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 4

Factor 4 Teacher Salary	No. of Teachers	%	Male	%	Female	%
Favorable	157	50.15	63	43.75	94	55.62
Neutral	21	6.72	15	10.42	6	3.56
Unfavorable	135	43.13	66	45.83	69	40.82
Total	313	100.00	144	100.00	169	100.00

Total Mean = 2.96 Standard Deviation = 0.78

TABLE 20

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 4 Teacher Salary	Number of Teachers	Male	Female
Favorable	157	63	94
Unfavorable	135	66	69
Chi Square	1.64	0.06	3.82

TABLE 21

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 5

Factor 5 Teacher Load	No. of Teachers	%	Male	%	Female	%
Favorable	197	62.93	86	59.72	111	65.68
Neutral	12	3.85	4	2.78	8	4.74
Unfavorable	104	33.22	54	37.50	50	29.58
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.20 Standard Deviation = 0.56

TABLE 22

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 5 Teacher Load	Number of Teachers	Male	Female
Favorable	197	86	111
Unfavorable	104	54	50
Chi Square	28.72**	7.30*	23.10**

* Significant at .01 level

** Significant at .001 level

value of 28.72, significant at .001 level. It shows that more teachers tended to be favorable rather than unfavorable toward their teaching loads.

Both males and females showed a favorable attitude toward their teaching loads. (Table 22, p. 64)

Table 23 (p. 66) summarizes the distribution of the overall attitude of the teachers on Factor 6: "Curriculum Issues." Of 313 respondents with the total mean score of 3.10 and standard deviation of 0.67, one hundred and forty-three teachers with 45.68 per cent showed a favorable attitude and one hundred and nineteen with 38.01 per cent showed an unfavorable one. The Chi Square test in Table 24 (p. 67) indicates the value of 2.18 which is not significant even at .05 level. It is evident that there is no significant difference between numbers of favorable and unfavorable frequencies of teacher attitude toward curriculum issues.

It is also evident that there is no significant difference between numbers of favorable and unfavorable frequencies of male attitude toward curricilum issues. But more females tended to be favorable rather than unfavorable toward curriculum issues in school. (Table 24, p. 67)

Table 25 (p. 68) indicates the distribution of the overall attitude of the teachers on Factor 7: "Teacher Status." Of 313 respondents with the total mean score of 3.11 and standard deviation of 0.57, one hundred and sixty-three with 52.07 per cent tended to be favorable and one hundred and twelve with 35.78 per cent tended to be unfavor-

TABLE 23

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 6

Factor 6 Curriculum Issues	No. of Teachers	%	Male	%	Female	%
Favorable	143	45.68	63	43.75	80	47.33
Neutral	51	16.31	19	13.20	32	18.95
Unfavorable	119	38.01	62	43.05	57	33.72
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.10 Standard Deviation = 0.67

TABLE 24

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 6 Curriculum Issues	Number of Teachers	Male	Female
Favorable	143	63	80
Unfavorable	119	62	57
Chi Square	2.18	0.00	3.86*

*Significant at .05 level

TABLE 25

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 7

Factor 7 Teacher Status	No. of Teachers	%	Male	%	Female	%
Favorable	163	52.07	74	51.38	89	52.66
Neutral	38	12.15	16	11.12	22	13.03
Unfavorable	112	35.78	54	37.50	58	34.31
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.11 Standard Deviation = 0.57

able. The Chi Square test in Table 26 (p. 70) shows the value of 9.44, significant at .01 level. It is evident that more teachers showed a favorable rather than unfavorable attitude toward their own status.

There is no significant difference between numbers of favorable and unfavorable frequencies of attitude of males and females toward their own status. (Table 26, p. 70)

Table 27 (p. 71) summarizes the distribution of the overall attitude of the teachers on Factor 8: "Community Support of Education." Of 313 respondents with the total mean score of 3.14 and standard deviation of 0.55, one hundred and seventy-three with 55.27 per cent showed a favorable attitude and eighty-seven with 27.79 per cent showed an unfavorable one. The Chi Square test in Table 28 (p. 72) shows the value of 28.44, significant at .001 level. It indicates that more teachers tended to be favorable rather than unfavorable toward their community in terms of support of education.

Both males and females showed a favorable attitude toward their community support of education. (Table 28, p. 72)

Table 29 (p. 73) summarizes the distribution of the overall attitude of the teachers on Factor 9: "School Facilities and Services." Of 313 respondents with the total mean score of 2.98 and standard deviation of 0.80,

TABLE 26

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 7 Teacher Status	Number of Teachers	Male	Female
Favorable	163	74	89
Unfavorable	112	54	58
Chi Square	9.44*	3.12	3.54

* Significant at .01 level

TABLE 27

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 8

Factor 8 Community Support of Education	No. of Teachers	%	Male	%	Female	%
Favorable	173	55.27	84	58.33	89	52.66
Neutral	53	16.94	21	14.59	32	18.94
Unfavorable	87	27.79	39	27.08	48	28.40
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.14 Standard Deviation = 0.55

TABLE 28

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 8 Community Support of Education	Number of Teachers	Male	Female
Favorable	173	84	89
Unfavorable	87	39	48
Chi Square	28.44*	16.46*	12.26*

* Significant at .001 level

TABLE 29

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 9

Factor 9 School Facilities and Services	No. of Teachers	%	Male	%	Female	%
Favorable	151	48.24	65	45.13	86	50.88
Neutral	24	7.68	12	8.35	12	7.11
Unfavorable	138	44.08	67	46.52	71	42.01
Total	313	100.00	144	100.00	169	100.00

Total Mean = 2.98 Standard Deviation = 0.80

one hundred and fifty-one with 48.24 per cent tended to show a favorable attitude and one hundred and thirty-eight with 44.08 per cent tended to show an unfavorable one. The Chi Square test in Table 30 (p. 75) indicates the value of 0.58 which is not significant even at .05 level. It is evident that there is no significant difference between numbers of favorable and unfavorable frequencies of teacher attitude toward their school facilities and services.

There is no significant difference either between favorable and unfavorable frequencies of attitudes of males and females toward their school facilities and services. (Table 30, p. 75)

Table 31 (p. 76) indicates the distribution of the overall attitude of the teachers on Factor 10: "Community Pressures." Of 313 respondents with the total mean score of 3.24 and standard deviation of 0.45, one hundred and ninety-seven with 62.93 per cent showed a favorable attitude and seventy with 22.36 per cent showed an unfavorable one. The Chi Square test in Table 32 (p. 77) indicates the value of 60.40, significant at .001 level. It can be said that more teachers tended to show a favorable rather than unfavorable attitude toward community pressures.

Both males and females indicated a favorable attitude toward community pressures. (Table 32, p. 77)

TABLE 30

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 9 School Facilities and Services	Number of Teachers	Male	Female
Favorable	151	65	86
Unfavorable	138	67	48
Chi Square	0.58	0.02	1.42

TABLE 31

DISTRIBUTION OF THE OVERALL ATTITUDE OF TEACHERS ON FACTOR 10

Factor 10 Community Pressures	No. of Teachers	%	Male	%	Female	%
Favorable	197	62.93	82	56.94	115	68.04
Neutral	46	14.71	27	18.76	19	11.25
Unfavorable	70	22.36	35	24.30	35	20.71
Total	313	100.00	144	100.00	169	100.00

Total Mean = 3.24 Standard Deviation = 0.45

TABLE 32

CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS ON THE PURDUE TEACHER OPINIONNAIRE

Factor 10 Community Pressures	Number of Teachers	Male	Female
Favorable	197	82	115
Unfavorable	70	35	35
Chi Square	60.40**	18.88**	4.26*

* Significant at .05 level

** Significant at .001 level

Hypothesis 2. There will be significant differences between the mean scores of experienced teachers and inexperienced teachers on the factors of morale as defined and measured by the Purdue Teacher Opinionnaire.

As indicated in Table 33 (p. 79) the value of "t" reached designated levels of probability for two of the ten factors and also for the total score. When the total sample was considered the experienced teachers had significantly higher mean scores on Factor 3: "Rapport Among Teachers" and Factor 7: "Teacher Status." Hypothesis 2 was therefore accepted for these two factors but rejected for factors 1, 2, 4, 5, 6, 8, 9, and 10.

Hypothesis 3. There will be significant differences between the mean scores of academic teachers and practical arts teachers on the factors of morale as defined and measured by the PTO.

As seen in Table 34 (p. 80) the value of "t" reached designated level of probability for only one of the ten factors. When the total sample was considered the academic teachers had a significantly higher mean score on Factor 1: "Teacher Rapport with Principal." Hypothesis 3 was therefore accepted for this factor but rejected for factors 2, 3, 4, 5, 6, 7, 8, 9, and 10 and for the total score.

Hypothesis 4. There will be significant differences

TABLE 33

COMPARISON OF MEAN FACTOR SCORES OF EXPERIENCED AND INEXPERIENCED TEACHERS

Factor	Experienced (N=158) Mean Scores	Inexperienced (N=155) Mean Scores	t	Level of Probability (two-tail)
1. Teacher Rapport with Principal	3.36	3.26	1.324	0.186
2. Satisfaction with Teaching	3.41	3.33	1.509	0.132
3. Rapport among Teachers	3.41	3.21	3.063	0.002*
4. Teacher Salary	3.01	2.92	0.981	0.327
5. Teacher Load	3.26	3.15	1.773	0.077
6. Curriculum Issues	3.16	3.06	1.271	0.204
7. Teacher Status	3.18	3.05	2.007	0.045*
8. Community Support of Education	3.20	3.09	1.657	0.098
9. School Facilities and Services	3.04	2.93	1.224	0.222
10. Community Pressures	3.26	3.23	0.678	0.498
Total Score	3.29	3.18	2.474	0.013*

* Denotes designated level of probability

TABLE 34

COMPARISON OF MEAN FACTOR SCORES OF ACADEMIC AND PRACTICAL ARTS TEACHERS

Factor	Academic (N=221) Mean Scores	Practical Arts (N=92) Mean Scores	t	Level of Probability (two-Tail)
1. Teacher Rapport with Principal	3.25	3.46	2.643	0.008*
2. Satisfaction with Teaching	3.35	3.42	1.412	0.158
3. Rapport among Teachers	3.30	3.33	0.363	0.716
4. Teacher Salary	2.94	3.01	0.711	0.477
5. Teacher Load	3.22	3.17	0.686	0.493
6. Curriculum Issues	3.07	3.20	1.632	0.103
7. Teacher Status	3.11	3.14	0.402	0.687
8. Community Support of Education	3.14	3.15	0.026	0.979
9. School Facilities and Services	3.00	2.94	0.634	0.526
10. Community Pressures	3.25	3.24	0.226	0.821
Total Score	3.21	3.28	1.376	0.169

* Denotes designated level of probability

between the mean scores of degree teachers and non-degree teachers on the factors of morale as defined and measured by PTO.

As indicated in Table 35 (p. 82) the value of "t" reached designated levels of probability for seven of the ten factors and also for the total score. When the total sample was considered the non-degree teachers had significantly higher mean scores on Factor 1: "Teacher Rapport with Principal," Factor 2: "Satisfaction with Teaching," Factor 3: "Rapport Among Teachers," Factor 4: "Teacher Salary," Factor 6: "Curriculum Issues," Factor 7: "Teacher Status," and Factor 8: "Community Support of Education." Hypothesis 4 was therefore accepted for these seven factors and for the total score but rejected for factors 5, 9, and 10.

Hypothesis 5. There will be significant differences between the mean scores of native teachers and non-native teachers on the factors of morale as defined and measured by the PTO.

As indicated in Table 36 (p. 83) the value of "t" reached designated level of probability for only one of the ten factors. When the total sample was considered the native teachers had a significantly higher mean score on Factor 8: "Community Support of Education." Hypothesis 5 was therefore accepted for this factor but rejected for factors 1, 2, 3, 4, 5, 6, 7, 9, and 10 and for the total score.

TABLE 35

COMPARISON OF MEAN FACTOR SCORES OF DEGREE AND NON-DEGREE TEACHERS

Factor	Degree (N=164) Mean Scores	Non-degree (N=149) Mean Scores	t	Level of Probability (two-tail)
1. Teacher Rapport with Principal	3.21	3.42	2.772	0.005*
2. Satisfaction with Teaching	3.29	3.46	3.830	0.000*
3. Rapport among Teachers	3.21	3.42	3.293	0.001*
4. Teacher Salary	2.87	3.07	2.179	0.030*
5. Teacher Load	3.16	3.27	1.715	0.087
6. Curriculum Issues	2.99	3.24	3.384	0.000*
7. Teacher Status	2.98	3.27	4.633	0.000*
8. Community Support of Education	3.05	3.24	3.047	0.002*
9. School Facilities and Services	2.97	2.99	0.221	0.824
10. Community Pressures	3.26	3.23	0.411	0.681
Total Score	3.15	3.33	4.133	0.000*

* Denotes designated level of probability

TABLE 36

COMPARISON OF MEAN FACTOR SCORES OF NATIVE AND NON-NATIVE TEACHERS

Factor	Native (N=160) Mean Scores	Non-native (N=153) Mean Scores	t	Level of Probability (two-tail)
1. Teacher Rapport with Principal	3.24	3.39	1.939	0.053
2. Satisfaction with Teaching	3.34	3.40	1.264	0.207
3. Rapport among Teachers	3.28	3.34	0.872	0.383
4. Teacher Salary	2.94	2.99	0.586	0.558
5. Teacher Load	3.22	3.19	0.476	0.634
6. Curriculum Issues	3.13	3.09	0.535	0.592
7. Teacher Status	3.16	3.08	1.267	0.206
8. Community Support of Education	3.26	3.03	3.728	0.000*
9. School Facilities and Services	2.95	3.02	0.791	0.429
10. Community Pressures	3.24	3.25	0.139	0.889
Total Score	3.22	3.25	0.745	0.456

* Denotes designated level of probability

Hypothesis 6. There will be significant differences between the mean scores of male teachers and female teachers on the factors of morale as defined and measured by the PTO.

As seen in Table 37 (p. 85) the value of "t" did not reach any levels of probability for the ten factors. Hypothesis 6 was therefore rejected for all factors and for the total score.

Hypothesis 7. There will be significant differences between the mean scores of teachers in larger schools and smaller schools on the factors of morale as defined and measured by PTO.

As indicated in Table 38 (p. 86) the value of "t" reached designated levels of probability for seven of the ten factors. When the total sample was considered the teachers in larger schools had significantly higher mean scores on Factor 1: "Teacher Rapport with Principal," Factor 2: "Satisfaction with Teaching," Factor 3: "Rapport among Teachers," Factor 4: "Teacher Salary," Factor 6: "Curriculum Issues," Factor 7: "Teacher Status," and Factor 9: "School Facilities and Services." Hypothesis 7 was therefore accepted for these seven factors and for the total score but rejected for factors 5, 8, and 10.

Discussion of Findings

In general, nearly three-quarters of the teachers expressed a favorable attitude toward their working condi-

TABLE 37

COMPARISON OF MEAN FACTOR SCORES OF MALE AND FEMALE TEACHERS

Factor	Male (N=144) Mean Scores	Female (N=169) Mean Scores	t	Level of Probability (two-tail)
1. Teacher Rapport with Principal	3.32	3.31	0.091	0.927
2. Satisfaction with Teaching	3.35	3.39	0.894	0.371
3. Rapport among Teachers	3.29	3.33	0.695	0.487
4. Teacher Salary	2.91	3.01	1.122	0.262
5. Teacher Load	3.17	3.24	1.047	0.295
6. Curriculum Issues	3.09	3.12	0.309	0.757
7. Teacher Status	3.09	3.14	0.741	0.459
8. Community Support of Education	3.13	3.15	0.363	0.716
9. School Facilities and Services	2.94	3.02	0.885	0.376
10. Community Pressures	3.20	3.28	1.555	0.121
Total Score	3.21	3.25	0.956	0.340

TABLE 38

COMPARISON OF MEAN FACTOR SCORES OF TEACHERS IN LARGER SCHOOLS AND SMALLER SCHOOLS

Factor	Larger School (N=184) Mean Scores	Smaller School (N=129) Mean Scores	t	Level of Probability (two-tail)
1. Teacher Rapport with Principal	3.44	3.13	4.134	0.000*
2. Satisfaction with Teaching	3.42	3.31	2.294	0.022*
3. Rapport among Teachers	3.45	3.12	5.226	0.000*
4. Teacher Salary	3.08	2.81	3.019	0.002*
5. Teacher Load	3.18	3.25	1.108	0.268
6. Curriculum Issues	3.19	3.00	2.458	0.014*
7. Teacher Status	3.18	3.03	2.278	0.023*
8. Community Support of Education	3.18	3.09	1.526	0.127
9. School Facilities and Services	3.12	2.80	3.497	0.000*
10. Community Pressures	3.24	3.26	0.470	0.638
Total Score	3.31	3.13	4.166	0.000*

* Denotes designated level of probability

tions in their present positions. The summary of the Chi Square test of significant differences between favorable and unfavorable frequencies of the overall teacher-attitude is shown in Table 39 (p. 88). Significant differences were found on the overall attitude and on seven factors: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Load, Teacher Status, Community Support of Education, and Community Pressures.

No differenceson Factor 6 (Curriculum Issues) and Factor 9 (School Facilities and Services) are expected because of the newness of this type of school in Thailand. This might indicate in terms of curriculum issues that a wide variety of courses provided in the comprehensive secondary school made it difficult for teachers to understand their content.

Concerning facilities and services in schools, it is indicated in the Final Report of the Canadian Advisory Team, Deane (1969:18), that the provision of equipment has fallen behind the needs of the schools mainly because of financing delays within Thailand. This will be a part of the lack of facilities in schools especially in the practical arts area.

More teachers also showed an unfavorable rather than favorable attitude toward salary. Nothing can be done with this unfavorable attitude because Thai teachers

TABLE 39

SUMMARY OF THE CHI SQUARE TEST OF OVERALL ATTITUDE OF TEACHERS

TABLE NO.	Factor	Total Sample	Male	Female
14	1. Rapp. with Princ.	S***	S***	S***
16	2. Sat. with Teach.	S***	S***	S***
18	3. Rapp. amg. Teach.	S***	S***	S***
20	4. Teacher Salary			
22	5. Teacher Load	S***	S**	S***
24	6. Curric. Issues			S*
26	7. Teacher Status	S**		
28	8. Comm.Supp. of Ed.	S***	S***	S***
30	9. School Facilities			
32	10. Commun. Pressures	S***	S***	S*
12	Overall Attitude	S***	S***	S***

*** Significant at .001 level.

** Significant at .01 level.

* Significant at .05 level.

are members of the Civil Service and subject to the civil service salary scales.

Table 40 (p. 90) shows the summary of all significant differences found between mean morale scores of each pair of dichotomous variables as measured by the PTO.

Hypothesis 2 was accepted for the total morale score and for Factors 3 and 7. This indicated that the experienced teachers expressed favorable attitudes toward their overall working condition, Rapport among Teachers and Teacher Status. It also indicated that the inexperienced teachers found it hard to get along with other staff members.

Hypothesis 3 was accepted for only one factor (Teacher Rapport with Principal). The practical arts teachers showed a favorable attitude toward their principals. It might be because this area is newly added to the secondary school and so the principal often goes out to supervise those teachers. Then a good relationship between the principal and the practical arts teachers is established.

Of the seven factors and total morale score for which Hypothesis 4 was accepted, all showed that degree teachers expressed a favorable attitude toward their overall working condition, Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Curriculum Issues, Teacher Status, and Community Support of Education.

Hypothesis 5 was accepted for only one factor (Commu-

TABLE 40

SUMMARY OF ALL SIGNIFICANT DIFFERENCES FOUND BETWEEN MEAN MORALE SCORES

TABLE NO.	33		34		35		36		37		38	
Teachers	Experienced	Inexperienced	Academic	Practical Arts	Degree	Non-degree	Native	Non-native	Male	Female	Larger Schools	Smaller Schools
No. of Teachers	158	155	221	92	164	149	160	153	144	169	184	129
Factor 1 Rapp. with Principal			L	H	L	H					H	L
Factor 2 Satis. with Teach.					L	H					H	L
Factor 3 Rapp. amg. Teach.	H	L			L	H					H	L
Factor 4 Teacher Salary					L	H					H	L
Factor 5 Teacher Load												
Factor 6 Curric. Issues					L	H					H	L
Factor 7 Teacher Status	H	L			L	H					H	L
Factor 8 Commun. Supp. of Ed.					L	H	H	L				
Factor 9 School Facilities											H	L
Factor 10 Commun. Pressures												
Total Morale Score	H	L			L	H					H	L

H = A significantly higher mean score.
L = A significantly lower mean score.

nity Support of Education). It indicated that the native teachers tended to show a favorable attitude toward their community in terms of its support of education whereas the non-native teachers showed an unfavorable one. This is an expected result because the teachers from other regions particularly to the northeast come from different customs and dialects. They might need time to get along with the community.

Hypothesis 6 was rejected for all factors and also for total morale score. Males and females showed no different attitude toward their working conditions as measured by the Purdue Teacher Opinionnaire.

This is an unexpected contradiction to the research findings reviewed in Chapter 2. When looking back at the earlier part of the analysis, male and female teachers indicated a similarity in their attitudes toward each factor, with an exception of Factor 6. Generally speaking, they both showed a favorable attitude toward working conditions in these schools. This is a possible reason why there existed no difference in attitudes between the two sexes when the t test was applied.

Hypothesis 7 was accepted for the total morale score and for seven factors. It indicated that the teachers in larger schools expressed a favorable attitude toward their overall working condition, Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers,

Teacher Salary, Curriculum Issues, Teacher Status, and School Facilities and Services.

It can be noted that Hypothesis 4 and Hypothesis 7 were accepted for total morale scores and for seven factors, except Hypothesis 4 for Factor 8 and Hypothesis 7 for Factor 9 instead.

A close look at the comparison between mean morale scores of each pair of dichotomous variables on 100 PTO items is summarized in Appendix C.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

I. SUMMARY

The Problem

The central problem of this study was to investigate the attitudes of teachers toward their working conditions in their schools.

In addition, an attempt was made to examine the difference in attitude between groups of teachers based on teaching experience, degree, major teaching area, nativeness, sex, and size of school.

The Sample

The experimental sample consisted of six comprehensive secondary schools in Phase 1 of the Comprehensive Secondary School Project in Thailand. There were 313 teachers in the sample. All were staff members of the schools selected in the school year of 1970/71.

Instruments

The Purdue Teacher Opinionnaire. This instrument was designed to provide teachers the opportunity to express their

opinions about their work and various school problems in a particular school situation. It contains 100 items and isolates 10 factors: Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

Personal and Professional Information Sheet. This questionnaire requested personal data. It was designed for the respondents to indicate their school, age, sex, teaching experience, qualification, area of teaching, place of birth, salary, and number of teachers in school.

The questionnaires had been translated into the Thai language when they were mailed out to the teachers in the sample.

Data Collection

By the permission and cooperation of the Director of the Comprehensive Secondary School Project in Bangkok, the questionnaires were mailed out to the principals who distributed them to the teachers within their own schools.

Data concerning the size of school were obtained from the Director's office.

The number of questionnaires returned was 319, which represented a 59.69 per cent return. Six of them were discarded because of incorrect completion. Therefore, the num-

ber of usable questionnaires was 313, 58.83 per cent.

Analysis

Seven hypotheses were postulated, relating to the overall attitude of the teachers and differences between: experienced and inexperienced teachers; academic and practical arts teachers; degree and non-degree teachers; native and non-native teachers; male and female teachers; and teachers in larger schools and smaller schools.

Morale factor scores and total morale scores were compiled for each respondent. Descriptive statistics were used to find out the overall attitude of the teachers and Chi Square tests were used to determine significant differences between favorable and unfavorable frequencies of teacher-attitudes.

t tests were used to compare the mean scores of: experienced and inexperienced teachers; academic and practical arts teachers; degree and non-degree teachers, native and non-native teachers, male and female teachers; and teachers in larger schools and smaller schools.

The level of probability accepted as significant was set at .05.

Results

As defined and measured by the Purdue Teacher Opinionnaire; seven hypotheses were tested and found as follows:

Hypothesis 1, that there will be favorable attitudes of all teachers toward their working conditions, was supported. Nearly three-quarters of the teachers, 71.88 per cent of the present sample, indicated favorable attitudes.

Hypothesis 2, that there will be significant differences between the mean scores of experienced and inexperienced teachers, was accepted. The experienced teachers were found to have significantly higher mean scores on Factors 3, 7 and total morale.

Hypothesis 3, that there will be significant differences between the mean scores of academic and practical arts teachers, was accepted. The practical arts teachers were found to have a significantly higher mean score on Factor 1.

Hypothesis 4, that there will be significant differences between the mean scores of degree and non-degree teachers, was accepted. The non-degree teachers were found to have significantly higher mean scores on Factors 1, 2, 3, 4, 6, 7, and 8, and total morale.

Hypothesis 5, that there will be significant differences between the mean scores of native and non-native teachers, was accepted. The native teachers were found to have a significantly higher mean score on Factor 8.

Hypothesis 6, that there will be significant differences between the mean scores of male and female teachers, was rejected. The mean morale scores of male and female

teachers were not significantly different.

Hypothesis 7, that there will be significant differences between the mean scores of teachers in larger schools and smaller schools, was accepted. The teachers in larger schools were found to have significantly higher mean scores on Factors 1, 2, 3, 4, 6, 7, 9, and total morale.

II. CONCLUSIONS

This study dealt with the attitudes toward working conditions of comprehensive secondary school teachers in only six schools, thus statistical inferences beyond this study group are not justifiable.

On the basis of the results, it would appear that in the present sample, the following conclusions are valid:

1. The majority of the teachers appeared to indicate a favorable attitude toward their working conditions in their schools. They were found to express favorable attitudes on: Satisfaction of Teaching, Teacher Rapport with Principal, Rapport among Teachers, Community Pressures, Teacher Load, Community Support of Education, and Teacher Status; and unfavorable attitudes on: School Facilities and Services, Salary, and Curriculum Issues.

2. The experienced teachers appeared to be more favorable than did the inexperienced teachers to the overall working condition, especially to Teacher Rapport with

Principal and Teacher Status.

3. The practical arts teachers appeared to show a more favorable attitude than did the academic teachers toward Teacher Rapport with Principal.

4. The non-degree teachers appeared to be more favorable than did the degree teachers to their working conditions, Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Curriculum Issues, Teacher Status, and Community Support of Education.

5. The native teachers appeared to indicate a more favorable attitude than did the non-native teachers toward Community Support of Education.

6. Males and females showed no difference in expressing their attitudes toward their working conditions.

7. The teachers in larger schools appeared to be more favorable than did the teachers in smaller schools to their overall working condition, Teacher Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Curriculum Issues, Teacher Status, and School Facilities and Services.

III. IMPLICATIONS

The findings of the present study appear to suggest several implications for school principals, the Comprehensive Secondary School Project in Thailand and need for further study.

Implications for School Principals

School administrators have to be aware that more teachers are not satisfied under the conditions of insufficient school facilities and services which includes classroom supplies, audio-visual aids, library facilities, and clerical services. They must realize that such a wide variety of courses in this type of school need more facilities and services than those in academic type of school.

The teachers who are from other regions show less satisfaction than do the native ones with the community support of education. They might feel that they are strangers there. The school administrators must try to bring the community to them, or take them out to the community. This can be done in terms of Teacher-Parents' Association, school social functions and community social functions.

The teachers in smaller schools express less satisfaction than those in larger schools. Attempts should be made promptly by school principals to improve this situation.

Implication for the Project

More teachers indicate an unfavorable rather than favorable attitude to curriculum issues. This might be because this type of educational program is still new to them. A variety of in-service programs should be set up

by the Project so as to help them gain more knowledge of curriculum used in school.

Implications for Further Study

The findings of the present study need further substantiation by means of investigations using other and much larger populations of comprehensive secondary school teachers. Additional study might be undertaken in the following areas:

1. Since the Purdue Teacher Opinionnaire was used in the Thai context for the first time, duplications on this type of study in other comprehensive secondary schools should be conducted to see how reliable and valid this Opinionnaire is.

2. The same type of this study should be undertaken to see whether there is any significant relationship between teacher attitudes and sex, age, salary, years of training experience, years of teaching experience, socio-economic status in school, and teacher mobility.

3. Another duplication of this type of study between teachers in academic secondary schools and comprehensive secondary schools should be conducted.

BIBLIOGRAPHY

BIBLIOGRAPHY

Aikenhead, J. D.
1960 "Teacher Satisfaction and Dissatisfaction," The Alberta Journal of Educational Research, 6:92-102.

Barnard, Chester I.
1956 The Functions of the Executive, Cambridge, Mass.: Harvard University Press.

Best, John W.
1959 Research in Education, Englewood Cliffs: Prentice-Hall, Inc.

Blocker, Clyde E. and Richard Richardson
1963 "Twenty-Five Years of Morale Research," Journal of Educational Sociology, 36:200-11.

Brickman, William W.
1964 "Studies of Teacher Morale," School and Society, 92:63-4, February.

Brookover, W. B.
1955 "Research on Teacher and Administrative Roles," Journal of Educational Sociology, 29:2-13, September.

Burrup, Percy E.
1967 The Teacher and the Public School System, New York: Harper and Row, Publishers.

Cartwright, D. and Alvin Zander
1960 Group Dynamics: Research and Theory, Evanston: Row, Peterson.

Chamberlain, Leo M. and Leslie W. Kindred
1966 The Teacher and School Organization, Englewood Cliffs: Prentice-Hall, Inc.

Collins, Harold W. and Norbert Nelson
1968 "A Study of Teacher Morale - - Union (AFT) Teachers Versus Non-Union (NEA) Teachers," The Journal of Educational Research, Vol. 62, September.

Davis, Donald E. and Neal C. Nickerson
1968 Critical Issues in School Personnel Administration, Chicago: Rand McNally & Company.

Diemert, Norman E.
1969 "Teacher Satisfaction in Team and Conventional Teaching Situation," Unpublished Master's Thesis, University of Alberta.

Deane, S. G. and others
1969 Final Report: Comprehensive School Project No. 1, First Canadian Advisory Team, Department of Secondary Education, Ministry of Education, Bangkok: July.

Etzioni, A.
1964 Modern Organizations, Englewood Cliffs: Prentice-Hall.

Ferguson, George A.
1966 Statistical Analysis in Psychology and Education, New York: McGraw-Hill.

Fournet, Glenn P. and others
1966 Job Satisfaction: Issues and Problems, Personal Psychology, Vol. 19, Summer.

Garrison, Robert H.
1966 Professional and Philosophical Faculty Attitudes, Junior College Journal, March.

Harrap, Henry
1959 "Morale," The Nation's Schools, Vol. 63, June.

Havighurst, Robert J. and Bernice L. Neugarten
1957 Society and Education, Boston: Allyn and Bacon, Inc.

Hedlund, Paul A. and Foster S. Brown
1951 "Conditions that Lower Teacher Morale," Nation's Schools, Vol. 48, September.

Johnson, Bruce K.
1968 "An Examination of Some Relationships Between Teacher Satisfaction and the Socio-Economic Status of Schools," Unpublished Master's Thesis, University of Alberta.

Kaplan, Louis
1952 "The Annoyances of Elementary School Teachers," Journal of Educational Research, Vol. 45: 649-665.

Morrison, A. and D. McIntyre
1969 Teacher and Teaching, Harmondsworth: Penguin Books Ltd.

McLaughlin, Jack W. and John T. Shea
1960 "California Teachers' Job Dissatisfaction," California Journal of Education Research, Vol. 11, November.

Murray, T. H.
1955 "An Investigation of the Reason Why Teachers Leave Teaching," Unpublished Master's thesis, University of Alberta

N.E.A. Research Division
1968 "Are Teachers Happy?" National Education Association, NEA Research Bulletin, Vol. 46, May.

N.E.A. Research Division
1969 "Are Teachers Satisfied with Their Working Condition?" National Education Association, NEA Research Bulletin, Vol. 47, March.

Okonkwo, A. E. N.
1966 "A Study of Teacher-Attitudes and Their Relation to Work Satisfaction," Unpublished Master's thesis, University of Alberta.

Olson, Jr., Carl O.
1968 "Administrator Should Teach," National Education Association Journal, Vol. 57, No. 3.

O'Reilly, Robert R.
1967 "A Study of Teacher-Attitudes Concerning Standardized Practices in Instructional Areas," Unpublished Doctoral Dissertation, University of Alberta.

Redefer, Frederick L.
1959 "Factors That Affect Teacher Morale," The Nation's Schools, Vol. 63, February.

Redfern, George
1966 Improving Principal-Faculty Relationships, Englewood Cliffs: Prentice-Hall, Inc.

Rempel, Averno M. and Ralph R. Bentley
1967 Manual for Purdue Teacher Opinionnaire, West Lafayette: The University Book Store.

Rempel, Averno M. and Ralph R. Bentley
1970 "Teacher Morale: Relationship with Selected Factors," The Journal of Teacher Education, Vol. 21, Winter.

Riessman, Frank
1962 The Culturally Deprived Child, New York: Harper and Row.

Schein, Edgar H.
1965 Organizational Psychology, Englewood Cliffs: Prentice-Hall, Inc.

Sherif, C. W. and M. Sherif
1967 Attitude, Ego-Involvement, and Change, New York: John Wiley & Sons, Inc.

Vroom, V. H.
1964 Work and Motivation, New York: Wiley.

Weber, Max
1947 The Theory of Social and Economic Organization, Glencoe, Illinois: The Falcon's Wing Press.

Wiersma, William
1969 Research Methods in Education: An Introduction, Philadelphia: J. B. Lippincott Company.

William, M. F.
1959 "To Attract and Hold Good Teachers," The School Executive, Vol. 79, September.

——— 1955 Yearbook of American Association of School Administrators, "Staff Relations in School Administration," Education Association.

APPENDIX A

PART A

THE PURDUE TEACHER OPINIONNAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statement frankly.

You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only. DO NOT OMIT ANY ITEMS.

Please indicate the degree to which you personally agree or disagree with each of the statements below by circling the appropriate response.

There are five possible answers for each statement. They are:

(A) - Strongly Agree
(B) - Agree
(C) - Not Sure
(D) - Disagree
(E) - Strongly Disagree

PART B

PERSONAL AND PROFESSIONAL INFORMATION

Please check the appropriate answer for each item according to your personal and professional information.

Thank you for your cooperation.

THE PURDUE TEACHER OPINIONNAIRE

PART A

1. Details, "red tape," and required reports absorb too much of my time.
2. The work of individual faculty members is appreciated and commended by our principal.
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.
4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education.
5. Our principal shows favoritism in his relations with the teachers in our school.
6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.
7. My principal makes a real effort to maintain close contact with the faculty.
8. Community demands upon the teacher's time are unreasonable.
9. I am satisfied with the policies under which pay raises are granted.
10. My teaching load is greater than that of most of the other teachers in our school.
11. The extra-curricular load of the teachers in our school is unreasonable.
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.
13. My teaching position gives me the social status in the community that I desire.
14. The number of hours a teacher must work is unreasonable.
15. Teaching enables me to enjoy many of the material and cultural things I like.
16. My school provides me with adequate classroom supplies and equipment.

17. Our school has a well-balanced curriculum.

18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers.

19. Teaching gives me a great deal of personal satisfaction.

20. The curriculum of our school makes reasonable provision for student individual differences.

21. The procedures for obtaining materials and services are well defined and efficient.

22. Generally, teachers in our school do not take advantage of one another.

23. The teachers in our school cooperate with each other to achieve common, personal and professional objectives.

24. Teaching enables me to make my greatest contribution to society.

25. The curriculum of our school is in need of major revisions.

26. I love to teach.

27. If I could plan my career again, I would choose teaching.

28. Experienced faculty members accept new and younger members as colleagues.

29. I would recommend teaching as an occupation to students of high scholastic ability.

30. If I could earn as much money in another occupation, I would stop teaching.

31. The school schedule places my classes at a disadvantage.

32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, prefessional travel, professional study, etc.

33. My principal makes my work easier and more pleasant.

34. Keeping up professionally is too much of a burden.

35. Our community makes its teachers feel as though they are a real part of the community.

36. Salary policies are administered with fairness and justice.

37. Teaching affords me the security I want in an occupation.

38. My school principal understands and recognizes good teaching procedures.

39. Teachers clearly understand the policies governing salary increases.

40. My classes are used as a "dumping ground" for problem students.

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.

42. My teaching load in this school is unreasonable.

43. My principal shows a real interest in my department.

44. Our principal promotes a sense of belonging among the teachers in our school.

45. My heavy teaching load unduly restricts my nonprofessional activities.

46. I find my contacts with students, for the most part, highly satisfying and rewarding.

47. I feel that I am an important part of this school system.

48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar.

49. My school provides the teachers with adequate audio-visual aids and projection equipment.

50. I feel successful and competent in my present position.

51. I enjoy working with student organizations, clubs, and societies.

52. Our teaching staff is congenial to work with.

53. My teaching associates are well prepared for their jobs.

54. Our school faculty has a tendency to form into cliques.

55. The teachers in our school work well together.

56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.

57. Our school provides adequate clerical services for the teachers.

58. As far as I know, the other teachers think I am a good teacher.

59. Library facilities and resources are adequate for the grade or subject area which I teach.

60. The "stress and strain" resulting from teaching make teaching undesirable for me.

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically.

62. I do not hesitate to discuss my school problem with my principal.

63. Teaching gives me the prestige I desire.

64. My teaching job enables me to provide a satisfactory standard of living for my family.

65. The salary schedule in our school adequately recognizes teacher competency.

66. Most of the people in this community understand and appreciate good education.

67. In my judgement, this community is a good place to raise a family.

68. This community respects its teachers and treats them like professional persons.

69. My principal acts as though he is interested in me and my problems.

70. My school principal supervises rather than "snoopervises" the teachers in our school.

71. It is difficult for teachers to gain acceptance by the people in this community.

72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff.

73. My principal has a reasonable understanding of the problems connected with my teaching assignment.

74. I feel that my work is judged fairly by my principal.

75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.

76. Most of the actions of students irritate me.

77. The cooperativeness of teachers in our school helps make my work more enjoyable.

78. My students regard me with respect and seem to have confidence in my professional ability.

79. The purposes and objectives of this school cannot be achieved by the present curriculum.

80. The teachers in our school have a desirable influence on the values and attitudes of their students.

81. The community expects its teachers to meet unreasonable personal standards.

82. My students appreciate the help I give them with their school work.

83. To me, there is more challenging work than teaching.

84. Other teachers in our school are appreciative of my work.

85. As a teacher in this community, my nonprofessional activities outside of school are unduly respected.

86. As a teacher, I think I am as competent as most other teachers.

87. The teachers with whom I work have high professional ethics.

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.

89. I really enjoy working with my students.

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.

91. Teachers in our community feel free to discuss controversial issues in their classes.

92. My principal tries to make me feel comfortable when he visits my classes.

93. My principal makes effective use of the individual teacher's capacity and talent.

94. The people in this community, generally, have a sincere and wholehearted interest in the school system.

95. The teachers feel free to go to the principal about problems of personal and group welfare.

96. This community supports ethical procedures regarding the appointment and re-appointment of members of the teaching staff.

97. This community is willing to support a good program of education.

98. Our community expects the teachers to participate in too many social activities.

99. Community pressures prevent me from doing my best as a teacher.

100. I am well satisfied with my present teaching position.

PART B PERSONAL AND PROFESSIONAL INFORMATION

101. SCHOOL

A. Samsen Wittayalai
B. Piboon Wittayalai
C. Nakorn Sawan
D. Rajseema Wittayalai
E. Khan-Nakorn Wittayalai
F. Roi-ed Wittayalai

102. AGE

A. under 25 years
B. 25 to 35 years
C. 36 to 45 years
D. 46 to 55 years
E. 56 years and over

103. SEX

A. Male
B. Female

104. TEACHING EXPERIENCE

A. used to teach in academic secondary school

B. never taught in academic secondary school

105. QUALIFICATION

A. Degree
B. Non-degree

106. AREA OF TEACHING

A. academic field
B. practical arts field

107. PLACE OF BIRTH

A. in the region where the school exists

B. in other regions

108. SALARY PER MONTH

A. 900 baht and under

B. 950-1250 baht

C. 1300-1800 baht

D. 1900-2600 baht

E. 2750 baht and over

109. NUMBER OF TEACHERS

A. 99 or fewer
B. 100 or more

ANSWER SHEET

A = Strongly Agree
B = Agree
C = Not Sure (A,B,C,D and E are weights of items 1-100)
D = Disagree
E = Strongly Disagree

PART A

1.A B C D E
2.A B C D E
3.A B C D E
4.A B C D E
5.A B C D E
6.A B C D E
7.A B C D E
8.A B C D E
9.A B C D E
10.A B C D E
11.A B C D E
12.A B C D E
13.A B C D E
14.A B C D E
15.A B C D E
16.A B C D E
17.A B C D E
18.A B C D E
19.A B C D E
20.A B C D E
21.A B C D E
22.A B C D E
23.A B C D E
24.A B C D E
25.A B C D E
26.A B C D E
27.A B C D E
28.A B C D E
29.A B C D E
30.A B C D E
31.A B C D E
32.A B C D E
33.A B C D E
34.A B C D E
35.A B C D E
36.A B C D E
37.A B C D E
38.A B C D E
39.A B C D E
40.A B C D E
41.A B C D E
42.A B C D E
43.A B C D E
44.A B C D E
45.A B C D E
46.A B C D E
47.A B C D E
48.A B C D E
49.A B C D E
50.A B C D E
51.A B C D E
52.A B C D E
53.A B C D E
54.A B C D E
55.A B C D E
56.A B C D E
57.A B C D E
58.A B C D E
59.A B C D E
60.A B C D E
61.A B C D E
62.A B C D E
63.A B C D E
64.A B C D E
65.A B C D E
66.A B C D E
67.A B C D E
68.A B C D E
69.A B C D E
70.A B C D E
71.A B C D E
72.A B C D E
73.A B C D E
74.A B C D E
75.A B C D E
76.A B C D E
77.A B C D E
78.A B C D E
79.A B C D E
80.A B C D E
81.A B C D E
82.A B C D E
83.A B C D E
84.A B C D E
85.A B C D E
86.A B C D E
87.A B C D E
88.A B C D E
89.A B C D E
90.A B C D E
91.A B C D E
92.A B C D E
93.A B C D E
94.A B C D E
95.A B C D E
96.A B C D E
97.A B C D E
98.A B C D E
99.A B C D E
100.A B C D E

PART B

101. A B C D E F
102. A B C D E
103. A B
104. A B
105. A B
106. A B
107. A B
108. A B C D E
109. A B

Thank you for your cooperation.

Dilok Wajanasoontorn

THE PURDUE TEACHER OPINIONNAIRE

SCORING KEY

Item No.	Keyed Response	Factor No.	Item No.	Keyed Response	Factor No.	Item No.	Keyed Response	Factor No.	Item No.	Keyed Response	Factor No.
1.	E	5	26.	A	2	51.	A	2	76.	E	2
2.	A	1	27.	A	2	52.	A	3	77.	A	3
3.	A	1	28.	A	3	53.	A	3	78.	A	2
4.	A	4	29.	A	2	54.	E	3	79.	E	6
5.	E	1	30.	E	2	55.	A	3	80.	A	3
6.	E	5	31.	E	5	56.	E	2	81.	E	10
7.	A	1	32.	A	4	57.	A	9	82.	A	2
8.	E	5	33.	A	1	58.	A	2	83.	E	2
9.	A	4	34.	E	5	59.	A	9	84.	A	3
10.	E	5	35.	A	7	60.	E	2	85.	E	10
11.	E	5	36.	A	4	61.	A	1	86.	A	2
12.	A	1	37.	A	7	62.	A	1	87.	A	3
13.	A	7	38.	A	1	63.	A	7	88.	A	6
14.	E	5	39.	A	4	64.	A	7	89.	A	2
15.	A	7	40.	E	5	65.	A	4	90.	A	3
16.	A	9	41.	A	1	66.	A	8	91.	A	10
17.	A	6	42.	E	5	67.	A	8	92.	A	1
18.	E	3	43.	A	1	68.	A	7	93.	A	1
19.	A	2	44.	A	1	69.	A	1	94.	A	8
20.	A	6	45.	E	5	70.	A	1	95.	A	1
21.	A	9	46.	A	2	71.	E	7	96.	A	8
22.	A	3	47.	A	2	72.	E	1	97.	A	8
23.	A	3	48.	A	3	73.	A	1	98.	E	10
24.	A	2	49.	A	9	74.	A	1	99.	E	10
25.	E	6	50.	A	2	75.	A	4	100.	A	2

Keyed Response A

A = 5 B = 4 C = 3 D = 2 E = 1

Keyed Response E

E = 5 D = 4 C = 3 B = 2 A = 1

แบบสอบถามเกี่ยวกับความคิดเห็นของครู

แบบสอบถามชุดนี้มี ๒ ตอน มีคำถามทั้งหมดรวมกัน ๑๐๙ ข้อ

ตอนที่ ๑ เป็นแบบสอบถามแปลมาจาก The Purdue Teacher Opinionnaire เพื่อให้ท่านได้แสดงความคิดเห็นเกี่ยวกับสภาพของงานและปัญหาต่างๆที่เกิดขึ้นในโรงเรียนของท่าน แบบสอบถามนี้ไม่มีคำตอบถูกหรือผิด กรุณาตอบทุกข้อด้วยความบริสุทธิ์ใจ แบบสอบถามตอนที่ ๑นี้ เริ่มตั้งแต่ข้อ ๑ ถึงข้อ ๑๐๐

ตอนที่ ๒ เป็นคำถามเกี่ยวกับตัวท่านและโรงเรียนของท่าน ซึ่งจะเริ่มตั้งแต่ข้อ ๑๐๑ ถึงข้อ ๑๐๙

โปรดตอบในกระดาษคำตอบที่แนบมาพร้อมกับแบบสอบถามนี้โดยการเขียนวงกลมล้อมรอบตัวอักษร A,B,C,D หรือ E ในตอนที่ ๑ และอักษรA,B,C,D,E หรือ F ในตอนที่ ๒ ตามความคิดเห็นของท่าน

เมื่อตอบเสร็จแล้ว กรุณามอบเฉพาะกระดาษคำตอบให้ทางโรงเรียน เพื่อจะได้จัดส่งไปยังคมส. ต่อไป ไม่ต้องลงชื่อของท่านในกระดาษคำตอบ ข้อมูลทั้งหมดจะถือเป็นความลับ ผลการวิจัยในขั้นสุดท้ายจะออกมาในรูปของกลุ่มต่างๆเท่านั้น

ความหมายของตัวอักษร A,B,C,D และE ในแบบสอบถามตอนที่ ๑ คือตั้งแต่ข้อ ๑ ถึงข้อ ๑๐๐ มีดังนี้

A = ท่านเห็นด้วยอย่างยิ่ง
B = ท่านเห็นด้วย
C = ท่านไม่แน่ใจว่าจะเห็นด้วยหรือไม่
D = ท่านไม่เห็นด้วย
E = ท่านไม่เห็นด้วยอย่างยิ่ง

หมายเหตุ ผู้ที่ไม่อยู่ในข่ายที่จะตอบแบบสอบถามนี้ คือ

๑. อาจารย์ใหญ่
๒. ผู้ช่วยอาจารย์ใหญ่ที่ไม่ได้ทำการสอนเลย

ผู้ที่จะตอบแบบสอบถาม อาจารย์ทุกคนที่ทำการสอนอยู่ในโรงเรียนมัธยมแบบประสม ๖ โรงเรียนแรกของคมส.

แบบสอบถามเกี่ยวกับความคิดเห็นของครู

ตอนที่ ๑

๑. งานหยุมหยิม งานที่มีระเบียบมากไปตลอดจนงานบันทึกและกรอกแบบฟอร์มต่างๆ ทำให้ข้าพเจ้าเสียเวลามาก

๒. อาจารย์ใหญ่พอใจและชมเชยงานของคณะครู

๓. คณะครูวิจารณ์นโยบายการบริหารของโรงเรียนในที่ประชุมครูได้

๔. คณะครูมีส่วนร่วมให้ข้อคิดเห็นเกี่ยวกับการขึ้นเงินเดือน และอาจารย์ใหญ่รับฟังพร้อมกับเสนอผ่านไปยังจังหวัดและกรมวิสามัญศึกษา

๕. อาจารย์ใหญ่จะทำตัวใกล้ชิดกับครูผู้ที่อาจารย์ใหญ่พอใจเท่านั้น

๖. คณะครูต้องทำงานเกี่ยวกับทะเบียนบัญชีและงานธุรการมากไป

๗. อาจารย์ใหญ่พยายามอย่างยิ่งที่จะวางตัวให้ใกล้ชิดกับครูทุกคน

๘. จังหวัดเรียกครูไปใช้งานมากเกินไป

๙. ข้าพเจ้าพอใจกับนโยบายการขึ้นเงินเดือนให้แก่ครู

๑๐. ชั่วโมงสอนของข้าพเจ้ามากกว่าครูคนอื่นๆเกือบทั้งหมด

๑๑. กิจกรรมเสริมหลักสูตรของโรงเรียนมากเกินไป

๑๒. ความเป็นผู้นำของอาจารย์ใหญ่ในที่ประชุมครู ทำให้คณะครูได้รับความรู้ทางวิชาการและงานในหน้าที่มากขึ้น

๑๓. การเป็นครูของข้าพเจ้าในตำแหน่งหน้าที่ปัจจุบันนี้ ทำให้ข้าพเจ้ามีหน้ามีตาในสังคมของจังหวัดนี้ ซึ่งตรงกับความต้องการของข้าพเจ้า

๑๔. จำนวนชั่วโมงสอนของครูแต่ละคนมากเกินไป

๑๕. การสอนทำให้ข้าพเจ้าได้รับผลตอบแทน มีความสุขทั้งทางกายและใจ

๑๖. โรงเรียนจัดวัสดุอุปกรณ์การสอนสำหรับวิชาที่ข้าพเจ้าสอนให้อย่างเพียงพอ

๑๗. โรงเรียนของเรามีหลักสูตรได้สมดุลย์กันทุกวิชา

๑๘. มีความยุ่งยาก การโต้เถียง การแบ่งพรรคแบ่งพวกและอาฆาตพยาบาทในระหว่างคณะครูที่นี่มาก

๑๙. การที่ได้สอนในโรงเรียนนี้ ทำให้ข้าพเจ้าสบายใจมาก

๒๐. หลักสูตรของโรงเรียนเราจัดได้ดี เหมาะกับความแตกต่างของนักเรียนแต่ละบุคคล

๒๑. วิธีการเบิกจ่ายอุปกรณ์การสอนจัดไว้อย่างมีระเบียบและสะดวกในการเบิกจ่ายด้วย

๒๓. โดยทั่วๆไปคณะครูของเราไม่มีการเอารัดเอาเปรียบซึ่งกันและกัน

๒๓. คณะครูร่วมมือซึ่งกันและกัน เพื่อทำให้เกิดผลดีแก่ตนและโรงเรียน

๒๔. การเป็นครูทำให้ข้าพเจ้าได้มีส่วนเสริมสร้างความเจริญให้แก่สังคมมากที่สุด

๒๕. หลักสูตรของโรงเรียนของเรายังไม่ดีพอ ยังต้องปรับปรุงอีกมาก

๒๖. ข้าพเจ้าชอบสอนนักเรียนมาก

๒๗. ถ้าข้าพเจ้าสามารถจะเลือกอาชีพใหม่ได้อีก ข้าพเจ้าจะเลือกอาชีพครู

๒๘. คณะครูอาวุโสยอมรับครูหนุ่มครูสาวใหม่ๆเข้าเป็นพรรคพวก

๒๙. ข้าพเจ้าจะแนะนำนักเรียนที่เรียนหนังสือเก่งๆให้เลือกอาชีพครู

๓๐. ถ้าข้าพเจ้าสามารถหางานอื่นที่ได้เงินเดือนมากกว่าครู ข้าพเจ้าจะลาออกจากครูทันที

๓๑. โรงเรียนจัดชั่วโมงของวิชาที่ข้าพเจ้าสอนไม่ดี ไม่เหมาะสมเลย

๓๒. โรงเรียนพยายามจัดหาเงินค่าใช้สอยและตอบแทนแก่ครูในกรณีที่ครูเบิกไม่ได้ รวมทั้งให้โอกาสครูไปฝึกอบรมและศึกษาเพิ่มเติม

๓๓. การปฏิบัติงานของอาจารย์ใหญ่ช่วยทำให้การทำงานของข้าพเจ้าเป็นไปอย่างสะดวกและสบายใจด้วย

๓๔. ข้าพเจ้ารู้สึกลำบากใจมากในการที่จะศึกษาเพิ่มเติมเพื่อให้ความรู้ทันสมัยอยู่เสมอ

๓๕. ประชาชนในจังหวัดนี้ทำให้ครูรู้สึกว่าตนเป็นส่วนหนึ่งของจังหวัดนี้จริงๆ

๓๖. การขึ้นเงินเดือนให้แก่ครูเป็นไปอย่างยุติธรรม

๓๗. อาชีพครูทำให้ข้าพเจ้ารู้สึกมีความมั่นคงในชีวิตและยึดเป็นอาชีพต่อไป

๓๘. อาจารย์ใหญ่เข้าใจและยอมรับวิธีการสอนที่ดี

๓๙. คณะครูเข้าใจนโยบายการขึ้นเงินเดือนให้แก่ครูเป็นอย่างดี

๔๐. นักเรียนในชั้นที่ข้าพเจ้าสอนเป็นพวกประเภทเรียนอ่อนและมีปัญหาทั้งนั้น

๔๑. การติดต่องานภายในโรงเรียนระหว่างคณะครูและอาจารย์ใหญ่จัดไว้อย่างมีระเบียบและสะดวกดีด้วยกันทั้งสองฝ่าย

๔๒. ชั่วโมงสอนของข้าพเจ้ามากเกินไป

๔๓. อาจารย์ใหญ่สนใจหมวดวิชาที่ข้าพเจ้าสอนมาก

๔๔. อาจารย์ใหญ่ทำให้คณะครูรู้สึกว่าทุกคนเป็นพวกเดียวกันจริงๆ

๔๕. เนื่องจากข้าพเจ้าสอนมากจริงๆ จึงไม่มีเวลาทำงานอื่นๆเลย

๔๖. การใกล้ชิดกับนักเรียนทำให้ตนเองรู้สึกว่าได้รับความพอใจและยกย่องจากนักเรียนเป็นส่วนมาก

๔๗. ข้าพเจ้ารู้สึกว่าตนเองเป็นกำลังสำคัญของโรงเรียน
๔๘. สมรรถภาพของคณะครูในโรงเรียนของเราไม่ด้อยไปกว่าคณะครูของโรงเรียนอื่นๆที่ข้าพเจ้ารู้จักเลย
๔๙. โรงเรียนจัดโสตทัศนอุปกรณ์ให้แก่ครูอย่างเพียงพอ
๕๐. ข้าพเจ้ารู้สึกว่าตนเองได้รับความสำเร็จในการทำงานในตำแหน่งหน้าที่ปัจจุบันนี้
๕๑. ข้าพเจ้ารู้สึกสนุกกับการทำงานร่วมกับคณะกรรมการนักเรียนและชุมนุมต่างๆของนักเรียน ตลอดจนการร่วมงานกับสังคมภายนอกโรงเรียน
๕๒. คณะครูต่างก็มีน้ำจิตน้ำใจ ทำให้ข้าพเจ้าอยากร่วมทำงานด้วย
๕๓. ครูทุกคนต่างก็ได้รับการศึกษามาพร้อมที่จะเป็นครูที่ดีได้
๕๔. คณะครูในโรงเรียนมีทีท่าว่าจะแตกแยกออกเป็นพรรคเป็นพวก
๕๕. คณะครูของเราทำงานร่วมกันได้ดี
๕๖. การฝึกฝนเพื่อจะมาเป็นครูของข้าพเจ้ารู้สึกว่าจะดีสู้ครูคนอื่นๆไม่ได้
๕๗. โรงเรียนจัดบริการด้านธุรการให้เป็นที่พอใจแก่คณะครู
๕๘. เท่าที่สังเกตดู ครูคนอื่นๆเข้าใจว่าข้าพเจ้าเป็นครูที่ดีคนหนึ่ง
๕๙. ห้องสมุดของโรงเรียนมีวัสดุอุปกรณ์ หนังสือ ตำราเพียงพอสำหรับวิชาต่างๆที่ข้าพเจ้าสอน
๖๐. การสอนที่หนักและยุ่งยากในโรงเรียนนี้ ทำให้ข้าพเจ้าเบื่อหน่าย
๖๑. เมื่อครูมีปัญหา อาจารย์ใหญ่จะเข้ามาช่วยเหลืออย่างเห็นอกเห็นใจ
๖๒. เมื่อมีปัญหาเกี่ยวกับโรงเรียนเกิดขึ้น ข้าพเจ้าจะรีบนำเสนออาจารย์ใหญ่ เพื่อขบคิดหาวิธีแก้ไขร่วมกัน
๖๓. อาชีพครูเป็นอาชีพที่มีเกียรติและได้รับการยกย่องจากบุคคลอื่น
๖๔. อาชีพครูทำให้ข้าพเจ้ามีรายได้เลี้ยงครอบครัวได้อย่างสบาย
๖๕. เงินเดือนของครูในโรงเรียนของเราเหมาะสมกับสมรรถภาพของครูแต่ละคนแล้ว
๖๖. ประชาชนส่วนมากในจังหวัดนี้เข้าใจความสำคัญของการศึกษา
๖๗. ข้าพเจ้าคิดว่าจังหวัดนี้เหมาะที่ข้าพเจ้าจะตั้งครอบครัว
๖๘. ประชาชนในจังหวัดนี้เคารพนับถือครู และถือว่าครูมีความสำคัญไม่แพ้บุคคลในอาชีพอื่น
๖๙. อาจารย์ใหญ่สนใจตัวข้าพเจ้าและปัญหาของข้าพเจ้าอย่างไม่จริงใจ
๗๐. อาจารย์ใหญ่แนะนำตักเตือนครูด้วยใจจริง ไม่ใช่คอยจับผิด
๗๑. เป็นการยากที่ประชาชนในจังหวัดนี้จะยอมรับนับถือครู

๗๒. การประชุมครูของโรงเรียนแต่ละครั้งไม่ได้ประโยชน์เท่าที่ควร เสียเวลา เสียกำลังงานของคณะครูไปเปล่าๆ

๗๓. อาจารย์ใหญ่เข้าใจปัญหาต่างๆเกี่ยวกับงานสอนของข้าพเจ้าดี

๗๔. อาจารย์ใหญ่ดูผลงานของข้าพเจ้าด้วยความยุติธรรม

๗๕. เงินเดือนของครูไม่ด้อยไปกว่าเงินเดือนของบุคคลในอาชีพอื่น

๗๖. การแสดงออกบางอย่างของนักเรียนบางครั้งทำให้ข้าพเจ้าโมโหและฉุนเฉียวไปบ้าง

๗๗. การร่วมมือทำงานของคณะครู ทำให้ข้าพเจ้าเพลิดเพลินกับการทำงาน

๗๘. นักเรียนมีความเคารพและเชื่อมั่นในความสามารถในทางการสอนของข้าพเจ้า

๗๙. ความมุ่งหมายของโรงเรียนจะไม่ประสพผลสำเร็จ ถ้าหากว่าโรงเรียนยังคงใช้หลักสูตรปัจจุบันนี้อยู่

๘๐. คณะครูในโรงเรียนปฏิบัติตนเป็นตัวอย่างที่ดีแก่นักเรียน

๘๑. สังคมของจังหวัดนี้หวังที่จะให้ครูทำตัวเป็นผู้ดีมากเกินไป

๘๒. นักเรียนพอใจมากที่ข้าพเจ้าได้ช่วยเหลือพวกเขาในการเรียนหนังสือ

๘๓. ข้าพเจ้าคิดว่าอาชีพครูเป็นอาชีพที่ตื่นเต้นสนุกสนาน

๘๔. คณะครูต่างก็ชมเชยผลงานของข้าพเจ้า

๘๕. ครูในจังหวัดนี้ต้องไปร่วมงานกับสังคมภายนอกโรงเรียนมากเกินไป

๘๖. ข้าพเจ้าคิดว่าตนเองมีสมรรถภาพในการทำงานเท่ากับครูคนอื่นๆ

๘๗. คณะครูที่ข้าพเจ้าร่วมทำงานด้วยต่างก็มีคุณธรรมจรรยาอันสูง

๘๘. หลักสูตรของโรงเรียนของเราเหมาะดีแล้วที่จะเตรียมนักเรียนออกไปเป็นพลเมืองดี

๘๙. ข้าพเจ้าสนุกสนานกับการทำงานร่วมกับนักเรียนจริงๆ

๙๐. คณะครูในโรงเรียนของเรามีความคิดริเริ่มและความคิดสร้างสรรค์ในการสอน

๙๑. คณะครูมีอิสระในการถกเถียงปัญหาข้อขัดแย้งต่างๆ ไม่ว่าเรื่องภายในหรือภายนอกโรงเรียน

๙๒. อาจารย์ใหญ่พยายามทำให้ข้าพเจ้าไม่มีความวิตกกังวลเมื่อเวลาไปตรวจเยี่ยมตามห้องเรียนของข้าพเจ้า

๙๓. อาจารย์ใหญ่รู้จักใช้ครูให้ตรงตามความสามารถและสติปัญญาของครูแต่ละคน

๙๔. โดยทั่วๆไป ประชาชนในจังหวัดนี้ให้ความสนใจการศึกษาระบบนี้ด้วยใจจริง

๙๕. คณะครูติดต่ออาจารย์ใหญ่ได้โดยสะดวกเมื่อมีปัญหาในด้านสวัสดิการเกิดขึ้น ไม่ว่าทั้งส่วนตัวและส่วนรวม

๙๖. ประชาชนในจังหวัดนี้เห็นด้วยกับการแต่งตั้งและย้ายครู

๙๗. ประชาชนในจังหวัดนี้ตั้งใจส่งเสริมแผนการศึกษาที่ดีเสมอ

๙๘. ประชาชนในจังหวัดนี้หวังที่จะให้ครูออกไปมีส่วนร่วมในกิจกรรมของชุมนุมชนมากเหลือเกิน

๙๙. ความกดดันจากงานภายนอกโรงเรียนทำให้ข้าพเจ้าทำการสอนไม่ได้ดีเท่าที่ควร

๑๐๐. ข้าพเจ้าพอใจในตำแหน่งหน้าที่ครูในปัจจุบันของข้าพเจ้ามาก

แบบสอบถามเกี่ยวกับส่วนตัว

ตอนที่ ๒

๑๐๑. โรงเรียน	A.	สามเสนวิทยาลัย	D.	ราชสีมาวิทยาลัย
	B.	พิบูลวิทยาลัย	E.	แก่นนครวิทยาลัย
	C.	นครสวรรค์	F.	ร้อยเอ็ดวิทยาลัย
๑๐๒. อายุ	A.	ต่ำกว่า ๒๕ ปี	D.	๔๖ – ๕๕ ปี
	B.	๒๕ – ๓๕ ปี	E.	๕๖ ปี ขึ้นไป
	C.	๓๖ – ๔๕ ปี		
๑๐๓. เพศ	A.	ชาย	B.	หญิง
๑๐๔. ประสบการณ์	A.	เคยสอนในโรงเรียนมัธยมสามัญธรรมดามาก่อน		
	B.	ไม่เคยสอนในโรงเรียนมัธยมสามัญธรรมดามาก่อนเลย		
๑๐๕. คุณวุฒิ	A.	ปริญญา	B.	ประกาศนียบัตร
๑๐๖. ฝ่ายวิชาที่สอนประจำ (หรือส่วนมาก)				
	A.	วิชาการ	B.	ศิลปปฏิบัติ
๑๐๗. ภูมิลำเนา	A.	เกิดในภาคที่โรงเรียนตั้งอยู่		
	B.	มาจากภาคอื่น		
๑๐๘. เงินเดือน	A.	๙๐๐ บาทหรือน้อยกว่า	D.	๑๙๐๐ – ๒๖๐๐ บาท
	B.	๙๕๐ – ๑๒๕๐ บาท	E.	๒๗๕๐ บาทขึ้นไป
	C.	๑๓๐๐ – ๑๘๐๐ บาท		
๑๐๙. จำนวนครูในโรงเรียนนี้				
	A.	ต่ำกว่า ๑๐๐ คน	B.	๑๐๐ คนขึ้นไป

กระดาษคำตอบ

A = เห็นด้วยอย่างยิ่ง
D = ไม่เห็นด้วย
B = เห็นด้วย
E = ไม่เห็นด้วยอย่างยิ่ง
C = ไม่แน่ใจ
(A,B,C,D,E เป็นน้ำหนักของคำตอบข้อ ๑ – ๑๐๐)

ตอนที่ ๑

๑. A B C D E
๒. A B C D E
๓. A B C D E
๔. A B C D E
๕. A B C D E
๖. A B C D E
๗. A B C D E
๘. A B C D E
๙. A B C D E
๑๐. A B C D E
๑๑. A B C D E
๑๒. A B C D E
๑๓. A B C D E
๑๔. A B C D E
๑๕. A B C D E
๑๖. A B C D E
๑๗. A B C D E
๑๘. A B C D E
๑๙. A B C D E
๒๐. A B C D E
๒๑. A B C D E
๒๒. A B C D E
๒๓. A B C D E
๒๔. A B C D E
๒๕. A B C D E
๒๖. A B C D E
๒๗. A B C D E
๒๘. A B C D E
๒๙. A B C D E
๓๐. A B C D E
๓๑. A B C D E
๓๒. A B C D E
๓๓. A B C D E
๓๔. A B C D E
๓๕. A B C D E
๓๖. A B C D E
๓๗. A B C D E
๓๘. A B C D E
๓๙. A B C D E
๔๐. A B C D E
๔๑. A B C D E
๔๒. A B C D E
๔๓. A B C D E
๔๔. A B C D E
๔๕. A B C D E
๔๖. A B C D E
๔๗. A B C D E
๔๘. A B C D E
๔๙. A B C D E
๕๐. A B C D E
๕๑. A B C D E
๕๒. A B C D E
๕๓. A B C D E
๕๔. A B C D E
๕๕. A B C D E
๕๖. A B C D E
๕๗. A B C D E
๕๘. A B C D E
๕๙. A B C D E
๖๐. A B C D E
๖๑. A B C D E
๖๒. A B C D E
๖๓. A B C D E
๖๔. A B C D E
๖๕. A B C D E
๖๖. A B C D E
๖๗. A B C D E
๖๘. A B C D E
๖๙. A B C D E
๗๐. A B C D E
๗๑. A B C D E
๗๒. A B C D E
๗๓. A B C D E
๗๔. A B C D E
๗๕. A B C D E
๗๖. A B C D E
๗๗. A B C D E
๗๘. A B C D E
๗๙. A B C D E
๘๐. A B C D E
๘๑. A B C D E
๘๒. A B C D E
๘๓. A B C D E
๘๔. A B C D E
๘๕. A B C D E
๘๖. A B C D E
๘๗. A B C D E
๘๘. A B C D E
๘๙. A B C D E
๙๐. A B C D E
๙๑. A B C D E
๙๒. A B C D E
๙๓. A B C D E
๙๔. A B C D E
๙๕. A B C D E
๙๖. A B C D E
๙๗. A B C D E
๙๘. A B C D E
๙๙. A B C D E
๑๐๐. A B C D E

ตอนที่ ๒

๑๐๑. A B C D E F
๑๐๒. A B C D E
๑๐๓. A B
๑๐๔. A B
๑๐๕. A B
๑๐๖. A B
๑๐๗. A B
๑๐๘. A B C D E
๑๐๙. A B

ขอขอบคุณอาจารย์ทุกท่านที่กรุณาให้ความร่วมมือ

ดิลก วัจนสุนทร

แบบสอบถามความคิดเห็นของครูของเพอร์ดูย์

แนวคำตอบ

ข้อที่	แนวคำตอบ	แฟคเตอร์ที่	ข้อที่	แนวคำตอบ	แฟคเตอร์ที่	ข้อที่	แนวคำตอบ	แฟคเตอร์ที่	ข้อที่	แนวคำตอบ	แฟคเตอร์ที่
๑.	อี	๕	๒๖.	เอ	๒	๕๑.	เอ	๒	๗๖.	อี	๒
๒.	เอ	๑	๒๗.	เอ	๒	๕๒.	เอ	๓	๗๗.	เอ	๓
๓.	เอ	๑	๒๘.	เอ	๓	๕๓.	เอ	๓	๗๘.	เอ	๒
๔.	เอ	๔	๒๙.	เอ	๒	๕๔.	อี	๓	๗๙.	อี	๖
๕.	อี	๑	๓๐.	อี	๒	๕๕.	เอ	๓	๘๐.	เอ	๓
๖.	อี	๕	๓๑.	อี	๕	๕๖.	อี	๒	๘๑.	อี	๑๐
๗.	เอ	๑	๓๒.	เอ	๔	๕๗.	เอ	๙	๘๒.	เอ	๒
๘.	อี	๕	๓๓.	เอ	๑	๕๘.	เอ	๒	๘๓.	อี	๒
๙.	เอ	๔	๓๔.	อี	๕	๕๙.	เอ	๙	๘๔.	เอ	๓
๑๐.	อี	๕	๓๕.	เอ	๗	๖๐.	อี	๒	๘๕.	อี	๑๐
๑๑.	อี	๕	๓๖.	เอ	๔	๖๑.	เอ	๑	๘๖.	เอ	๒
๑๒.	เอ	๑	๓๗.	เอ	๗	๖๒.	เอ	๑	๘๗.	เอ	๓
๑๓.	เอ	๗	๓๘.	เอ	๑	๖๓.	เอ	๗	๘๘.	เอ	๖
๑๔.	อี	๕	๓๙.	เอ	๔	๖๔.	เอ	๗	๘๙.	เอ	๒
๑๕.	เอ	๗	๔๐.	อี	๕	๖๕.	เอ	๔	๙๐.	เอ	๓
๑๖.	เอ	๙	๔๑.	เอ	๑	๖๖.	เอ	๘	๙๑.	เอ	๑๐
๑๗.	เอ	๖	๔๒.	อี	๕	๖๗.	เอ	๘	๙๒.	เอ	๑
๑๘.	อี	๓	๔๓.	เอ	๑	๖๘.	เอ	๗	๙๓.	เอ	๑
๑๙.	เอ	๒	๔๔.	เอ	๑	๖๙.	เอ	๑	๙๔.	เอ	๘
๒๐.	เอ	๖	๔๕.	อี	๕	๗๐.	เอ	๑	๙๕.	เอ	๑
๒๑.	เอ	๙	๔๖.	เอ	๒	๗๑.	อี	๗	๙๖.	เอ	๘
๒๒.	เอ	๓	๔๗.	เอ	๒	๗๒.	อี	๑	๙๗.	เอ	๘
๒๓.	เอ	๓	๔๘.	เอ	๓	๗๓.	เอ	๑	๙๘.	อี	๑๐
๒๔.	เอ	๒	๔๙.	เอ	๙	๗๔.	เอ	๑	๙๙.	อี	๑๐
๒๕.	อี	๖	๕๐.	เอ	๒	๗๕.	เอ	๔	๑๐๐.	เอ	๒

แนวคำตอบของ เอ มีค่า

เอ = ๕ บี = ๔ ซี = ๓ ดี = ๒ อี = ๑

แนวคำตอบของ อี มีค่า

อี = ๕ ดี = ๔ ซี = ๓ บี = ๒ เอ = ๑

APPENDIX B

APPENDIX B

FACTOR LOADINGS AND COMMUNALITIES OF 100 ITEMS ON 10 FACTORS

	Communalities	1	2	3	4	5	6	7	8	9	10
1.	.41	.09	.43	-.03	-.19	.32	.22	.07	-.10	-.09	-.09
2.	.48	.61	.23	.14	.04	-.04	.13	-.05	.06	-.03	-.06
3.	.38	.54	.07	.11	-.05	.02	-.06	.11	.16	-.06	-.13
4.	.52	.58	.04	.09	.39	-.03	.04	.07	.11	.02	-.01
5.	.35	.51	.05	.20	.03	.04	-.15	-.08	-.04	.02	-.04
6.	.39	.12	.32	-.03	-.36	.34	-.01	.08	.04	-.01	-.11
7.	.58	.72	.04	.11	.05	-.07	.09	.07	.06	-.01	-.02
8.	.35	-.08	-.00	-.07	-.31	.47	-.05	.04	-.01	.05	.08
9.	.45	.38	.02	.07	.48	-.01	.03	.15	.08	.15	.05
10.	.46	.01	-.12	.05	.05	.64	-.03	.05	.11	-.05	.11
11.	.29	-.12	.01	-.08	-.03	.37	.05	.26	-.20	-.13	.03
12.	.47	.64	-.02	.04	.06	.04	.08	.01	.16	-.11	-.02
13.	.35	.10	.20	.29	.05	.03	.11	.34	.27	-.06	.04
14.	.44	.16	.10	.06	.04	.57	.04	.07	-.19	-.10	.07
15.	.42	.11	.26	.15	.11	.09	.04	.36	.34	.05	.18
16.	.50	.28	.09	.15	.04	.15	.15	.10	.10	.54	-.14
17.	.46	.15	.08	.16	.20	.01	.56	.15	.12	.05	.02
18.	.43	.17	.02	.16	.03	.09	-.06	-.02	-.05	.06	-.11
19.	.45	.56	.15	.15	.01	.13	.07	.07	.12	.13	.12
20.	.50	.10	-.06	.19	.15	.06	.60	.14	-.12	.01	.13

APPENDIX B (continued)

	Communalities	1	2	3	4	5	6	7	8	9	10
21.	.05	.37	.16	.14	.02	.11	.20	.20	.15	.43	-.08
22.	.40	.06	.01	.54	.15	.19	.11	-.06	.14	.02	-.01
23.	.55	.34	.10	.58	.14	.15	-.01	.05	.10	-.13	-.05
24.	.40	.19	.12	.15	-.05	-.19	.10	.33	-.03	.29	.26
25.	.48	.10	.15	.02	.01	.35	.49	.10	.05	.18	-.16
26.	.42	.01	.36	.10	.06	-.09	.07	.19	-.05	.40	.25
27.	.58	.05	.70	.14	-.01	.04	.13	-.01	.12	.13	.04
28.	.37	.14	.02	.46	-.06	.04	.29	.10	-.03	.05	.15
29.	.38	.22	.49	.02	-.02	-.01	.07	-.06	.22	-.13	.08
30.	.38	.18	.54	.01	.14	.06	.10	.14	-.02	.03	-.02
31.	.33	.12	.19	.10	.01	.48	.10	-.03	.15	.08	-.01
32.	.50	.56	.13	.01	.31	.03	.09	.17	-.07	.14	-.05
33.	.58	.71	.06	.04	-.09	-.10	.09	-.05	.07	.17	.01
34.	.28	-.06	.04	-.10	.12	.31	.19	-.14	-.18	.21	.14
35.	.46	.18	.14	.06	.11	-.02	.22	.50	.06	-.28	.04
36.	.57	.51	.10	.15	.41	.13	.09	.18	.10	.18	.02
37.	.45	.22	.35	.11	.11	.01	.20	.27	.27	.10	.23
38.	.52	.59	-.01	.10	.04	.02	.29	-.03	-.02	.21	.14
39.	.47	.35	.16	.21	.47	.15	.02	.14	.11	.04	-.03
40.	.27	-.01	.01	.19	.01	.38	.01	.09	-.17	.21	-.08
41.	.48	.58	.08	.23	.08	.04	.24	-.02	.09	.07	-.06
42.	.65	.12	-.03	.11	.03	.77	.03	-.01	.06	-.09	.04
43.	.39	.42	.18	.15	.04	-.01	.14	-.01	.03	.35	.04

APPENDIX B (continued)

	Communalities	1	2	3	4	5	6	7	8	9	10
44.	.62	.71	.14	.18	.04	.05	.02	-.03	.09	-.16	.11
45.	.53	.06	.04	.05	.11	.68	.16	.10	.08	.04	.06
46.	.30	-.01	.27	.06	.07	.04	-.12	.07	.11	.13	.40
47.	.38	.15	.40	.23	-.04	-.01	-.10	.15	.12	.16	.25
48.	.52	.22	-.25	.43	-.31	.07	.21	-.01	-.01	.12	.24
49.	.48	.32	-.01	.21	.19	.05	.19	.15	.13	.44	-.13
50.	.24	.22	.41	.22	-.10	.09	-.14	.09	.26	.20	.10
51.	.35	.16	.32	.35	.07	-.02	.17	.18	-.10	.01	.08
52.	.62	.15	.15	.73	.03	.08	.10	.04	.05	.07	.05
53.	.35	.07	-.22	.44	-.14	.07	.16	.01	.02	.13	.16
54.	.43	.01	.22	.48	.03	.16	-.04	-.14	-.25	.05	-.15
55.	.62	.22	.12	.73	.04	.01	.04	.00	.13	.03	.05
56.	.30	-.06	-.10	-.07	-.11	.14	-.09	-.16	-.08	.14	.43
57.	.32	.33	-.10	.23	.13	.18	.08	.21	.19	.12	-.04
58.	.36	-.01	.12	.21	-.06	.07	-.12	.12	.15	.05	.48
59.	.40	.23	-.02	.21	.19	.12	.07	.15	.42	.20	-.01
60.	.38	.09	.40	.10	.01	.36	.06	.04	-.14	.19	-.01
61.	.64	.78	.04	.05	-.02	-.01	.02	.12	.03	.01	.11
62.	.34	.44	.09	.16	-.09	-.07	.10	.26	-.09	.09	.02
63.	.42	.11	.18	.06	.17	.14	.20	.51	.09	.12	-.01
64.	.47	.11	.22	.20	.16	.12	.09	.12	.54	.04	.02
65.	.48	.25	.16	.19	.51	.21	.09	.11	.06	.03	-.02
66.	.30	-.01	.07	.25	.04	.03	.40	.20	.05	.11	.05

APPENDIX B (continued)

	Communalities	1	2	3	4	5	6	7	8	9	10
67.	.48	-.01	.23	.20	-.18	-.02	.22	.31	.45	.03	.04
68.	.55	.06	.12	.10	.11	.14	.11	.68	.12	.07	-.02
69.	.23	.25	.09	-.01	-.02	-.07	.37	.05	.16	-.01	-.22
70.	.59	.74	-.05	-.05	-.08	.02	-.01	.07	.08	-.05	.11
71.	.44	-.01	.00	.06	-.08	.20	.12	.56	-.07	.20	.08
72.	.33	.47	.07	.11	.16	.14	-.05	.19	.05	-.02	.03
73.	.44	.53	.21	.15	-.15	.05	.19	-.08	.02	.14	.16
74.	.50	.59	.16	.16	.16	.03	.14	.05	-.09	.16	.02
75.	.36	.03	.07	.11	.28	.16	.18	-.14	.42	-.01	-.01
76.	.30	-.09	.29	.05	.08	.13	.18	.02	-.29	.04	-.22
77.	.51	.26	.12	.58	.34	-.06	.12	.22	-.01	.08	.07
78.	.55	.07	-.04	.00	-.12	.13	.10	.05	.07	-.12	.69
79.	.54	.09	.16	.13	-.10	.30	.56	-.15	.16	.06	.09
80.	.39	.11	-.03	.51	-.00	.01	.05	.29	.07	-.09	.07
81.	.25	.01	.17	.04	.01	.21	-.08	.04	-.31	-.26	.01
82.	.50	.01	.13	.02	.11	-.05	.08	.01	.01	-.07	.67
83.	.35	.11	.43	.11	.27	-.00	.12	.12	.08	-.10	.12
84.	.24	.04	.22	.30	.11	-.10	.23	.05	.05	-.08	.06
85.	.28	-.03	-.04	.03	-.06	.21	-.08	-.04	-.46	.02	.07
86.	.52	.08	-.01	.08	-.01	-.01	.15	-.04	-.14	-.07	.67
87.	.57	.07	.13	.68	.11	-.08	.07	.19	.13	.06	.03
88.	.52	.17	.05	.08	.05	.12	.61	.13	.08	.17	.18
89.	.46	.06	.26	.07	.24	-.03	.24	.09	-.15	-.04	.46

APPENDIX B (continued)

	Communalities	1	2	3	4	5	6	7	8	9	10
90.	.37	.14	.09	.47	.07	.00	.13	.02	.09	.24	.14
91.	.37	.41	-.06	.06	.13	.01	.09	.38	.06	.03	-.12
92.	.39	.50	-.03	.01	.01	.06	.03	.01	.04	.21	.29
93.	.49	.61	.05	.14	.25	.08	.11	.01	.00	.06	.02
94.	.47	.11	.13	.06	-.09	.04	.46	.21	.40	-.04	-.01
95.	.66	.78	.03	.03	.14	.02	.06	-.00	-.12	.07	-.01
96.	.29	.25	.09	-.01	-.02	-.07	.37	.05	.16	.01	-.22
97.	.39	.15	.14	.15	-.14	-.06	.45	.28	.07	-.06	.02
98.	.34	-.15	.01	.03	-.26	.16	-.31	-.27	-.14	-.08	.12
99.	.33	-.03	.07	.10	.10	.42	-.05	-.00	-.10	.30	.12
100.	.44	.11	.42	.21	.17	.04	.00	.24	.05	.22	.25

APPENDIX C

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR EXPERIENCED AND INEXPERIENCED TEACHERS

Item number	Mean Scores		Level of probability (two-tail)
	Experienced (N=158)	Inexperienced (N=155)	
1.	2.78	2.66	0.338
2.	3.36	3.37	0.949
3.	3.41	3.37	0.781
4.	2.73	2.63	0.488
5.	3.20	2.99	0.157
6.	2.92	3.12	0.122
7.	3.38	3.31	0.608
8.	3.53	3.47	0.650
9.	3.06	3.17	0.411
10.	3.52	3.30	0.058
11.	3.06	3.14	0.518
12.	3.55	3.52	0.791
13.	3.00	2.70	0.003
14.	3.39	3.25	0.219
15.	3.19	2.97	0.047
16.	3.16	3.19	0.861
17.	3.11	3.04	0.437
18.	3.16	2.88	0.045
19.	3.40	3.28	0.334
20.	3.34	3.42	0.490
21.	3.18	3.04	0.243
22.	3.06	2.69	0.002
23.	3.40	3.10	0.014
24.	3.84	3.95	0.203
25.	2.72	2.68	0.788
26.	3.82	3.78	0.719
27.	3.20	3.02	0.168
28.	3.61	3.54	0.546
29.	2.61	2.56	0.673
30.	2.80	2.86	0.644
31.	3.40	3.14	0.034
32.	3.49	3.39	0.476
33.	3.42	3.44	0.906
34.	3.23	3.14	0.499
35.	3.02	2.99	0.803
36.	3.08	2.83	0.042
37.	3.37	3.23	0.146
38.	3.78	3.75	0.791
39.	3.16	3.04	0.271
40.	3.08	3.06	0.842
41.	3.37	3.14	0.075
42.	3.41	3.08	0.005

Item number	Mean Scores		Level of probability (two-tail)
	Experienced (N=158)	Inexperienced (N=155)	
43.	3.33	3.14	0.115
44.	3.36	3.16	0.154
45.	3.54	3.34	0.066
46.	3.67	3.66	0.886
47.	3.16	3.10	0.415
48.	4.22	4.03	0.060
49.	2.89	2.87	0.901
50.	3.35	3.18	0.102
51.	3.46	3.20	0.020
52.	3.49	3.19	0.007
53.	3.95	3.68	0.005
54.	3.05	2.77	0.023
55.	3.41	3.11	0.004
56.	3.58	3.54	0.690
57.	2.96	2.79	0.208
58.	3.59	3.43	0.049
59.	3.03	3.74	0.018
60.	3.24	3.17	0.571
61.	3.34	3.13	0.106
62.	3.42	3.26	0.169
63.	3.53	3.53	0.979
64.	2.69	2.32	0.001
65.	2.90	2.75	0.258
66.	3.50	3.39	0.279
67.	3.30	2.97	0.002
68.	3.28	3.30	0.900
69.	2.89	2.95	0.508
70.	3.62	3.52	0.433
71.	3.42	3.35	0.509
72.	3.06	2.98	0.607
73.	3.07	2.97	0.365
74.	3.26	3.27	0.913
75.	2.72	2.55	0.224
76.	2.41	2.44	0.772
77.	3.40	3.21	0.064
78.	3.81	3.71	0.338
79.	3.24	2.94	0.004
80.	3.20	3.07	0.195
81.	3.32	3.26	0.537
82.	3.77	3.85	0.338
83.	3.23	3.90	0.003
84.	3.02	3.04	0.815
85.	3.32	3.40	0.408
86.	3.99	3.84	0.082
87.	3.39	3.17	0.027
88.	3.39	3.19	0.050

Item number	Mean Scores		Level of probability (two-tail)
	Experienced (N=158)	Inexperienced (N=155)	
89.	3.64	3.75	0.173
90.	3.46	3.40	0.520
91.	2.97	2.86	0.348
92.	3.47	3.34	0.245
93.	3.58	3.32	0.047
94.	3.18	3.04	0.126
95.	3.42	3.29	0.351
96.	2.68	2.77	0.265
97.	3.34	3.27	0.479
98.	3.16	3.20	0.651
99.	3.53	3.44	0.402
100.	3.58	3.38	0.077

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR DEGREE AND NON-DEGREE TEACHERS

Item number	Mean Scores		Level of probability (two-tail)
	Degree (N=164)	Non-degree (N=149)	
1.	2.52	2.94	0.001
2.	3.30	3.43	0.255
3.	3.21	3.58	0.006
4.	2.56	2.81	0.068
5.	3.03	3.17	0.330
6.	2.89	3.16	0.029
7.	3.13	3.58	0.001
8.	3.47	3.53	0.613
9.	3.01	3.23	0.108
10.	3.42	3.40	0.874
11.	3.04	3.17	0.257
12.	3.43	3.64	0.104
13.	2.63	3.09	0.000
14.	3.20	3.45	0.023
15.	2.91	3.27	0.001
16.	3.17	3.18	0.935
17.	2.99	3.17	0.053
18.	2.94	3.11	0.203
19.	3.24	3.45	0.083
20.	3.21	3.56	0.001
21.	3.04	3.19	0.203
22.	2.86	2.89	0.783
23.	3.10	3.42	0.010
24.	3.83	3.97	0.105
25.	2.55	2.86	0.008
26.	3.70	3.91	0.028
27.	2.93	3.31	0.002
28.	3.39	3.79	0.001
29.	2.28	2.93	0.000
30.	2.72	2.96	0.067
31.	3.27	3.28	0.955
32.	3.28	3.61	0.018
33.	3.34	3.53	0.129
34.	3.27	3.09	0.186
35.	2.85	3.18	0.001
36.	2.91	3.01	0.397
37.	3.14	3.48	0.001
38.	3.68	3.85	0.136
39.	3.02	3.18	0.149
40.	3.09	3.05	0.715
41.	3.18	3.33	0.264

Item number	Mean Scores		Level of probability (two-tail)
	Degree (N=164)	Non-degree (N=149)	
42.	3.20	3.30	0.397
43.	3.17	3.30	0.287
44.	3.08	3.46	0.005
45.	3.34	3.55	0.051
46.	3.66	3.67	0.889
47.	3.03	3.27	0.015
48.	4.07	4.18	0.259
49.	2.91	2.85	0.606
50.	3.18	3.36	0.070
51.	3.16	3.51	0.001
52.	3.24	3.44	0.077
53.	3.81	3.83	0.878
54.	2.88	2.95	0.586
55.	3.15	3.39	0.023
56.	3.64	3.46	0.081
57.	2.87	2.88	0.920
58.	3.50	3.53	0.727
59.	2.89	2.87	0.885
60.	3.15	3.26	0.396
61.	3.06	3.42	0.004
62.	3.17	3.54	0.001
63.	3.40	3.67	0.008
64.	2.43	2.59	0.159
65.	2.81	2.85	0.785
66.	3.43	3.47	0.662
67.	2.96	3.33	0.001
68.	3.14	3.46	0.001
69.	2.90	2.95	0.631
70.	3.59	3.56	0.820
71.	3.34	3.44	0.336
72.	2.85	3.21	0.014
73.	2.92	3.13	0.042
74.	3.16	3.38	0.032
75.	2.52	2.77	0.083
76.	2.38	2.46	0.497
77.	3.09	3.54	0.000
78.	3.71	3.81	0.207
79.	3.02	3.17	0.178
80.	3.01	3.28	0.009
81.	3.23	3.35	0.215
82.	3.79	3.84	0.529
83.	2.97	3.18	0.065
84.	2.93	3.14	0.010
85.	3.38	3.34	0.603
86.	3.91	3.93	0.843

Item number	Mean Scores		Level of probability (two-tail)
	Degree (N=164)	Non-degree (N=149)	
87.	3.18	3.39	0.031
88.	3.15	3.44	0.003
89.	3.58	3.83	0.003
90.	3.31	3.56	0.004
91.	2.78	3.07	0.020
92.	3.42	3.38	0.739
93.	3.34	3.56	0.091
94.	2.99	3.25	0.005
95.	3.32	3.40	0.564
96.	2.66	2.79	0.137
97.	3.23	3.39	0.072
98.	3.27	3.08	0.041
99.	3.62	3.34	0.013
100.	3.35	3.62	0.016

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR ACADEMIC AND PRACTICAL ARTS TEACHERS

Item number	Mean Scores		Level of probability (two-tail)
	Academic (N=221)	Practical Arts (N=92)	
1.	2.67	2.86	0.182
2.	3.28	3.57	0.017
3.	3.32	3.54	0.131
4.	2.60	2.88	0.060
5.	2.98	3.38	0.013
6.	2.98	3.12	0.298
7.	3.22	3.64	0.004
8.	3.53	3.42	0.423
9.	3.10	3.15	0.737
10.	3.48	3.25	0.066
11.	3.12	3.07	0.694
12.	3.49	3.64	0.285
13.	2.82	2.91	0.437
14.	3.26	3.46	0.106
15.	3.05	3.14	0.480
16.	3.18	3.16	0.898
17.	3.05	3.15	0.314
18.	3.04	2.98	0.679
19.	3.31	3.42	0.373
20.	3.27	3.64	0.002
21.	3.10	3.14	0.759
22.	2.91	2.79	0.376
23.	3.22	3.34	0.370
24.	3.90	3.89	0.925
25.	2.66	2.79	0.299
26.	3.79	3.82	0.831
27.	3.08	3.18	0.444
28.	3.53	3.68	0.249
29.	2.47	2.87	0.003
30.	2.81	2.88	0.648
31.	3.32	3.15	0.206
32.	3.38	3.58	0.204
33.	3.34	3.65	0.021
34.	3.28	2.98	0.046
35.	2.95	3.13	0.116
36.	2.93	3.02	0.509
37.	3.29	3.32	0.850
38.	3.71	3.90	0.115
39.	3.07	3.17	0.374
40.	3.06	3.09	0.860

Item number	Mean Scores		Level of probability (two-tail)
	Academic (N=221)	Practical Arts (N=92)	
41.	3.22	3.33	0.466
42.	3.27	3.20	0.561
43.	3.20	3.32	0.390
44.	3.18	3.46	0.072
45.	3.49	3.30	0.118
46.	3.70	3.59	0.266
47.	3.14	3.16	0.801
48.	4.14	4.09	0.660
49.	2.90	2.84	0.659
50.	3.26	3.28	0.826
51.	3.28	3.46	0.137
52.	3.33	3.36	0.818
53.	3.83	3.36	0.632
54.	2.90	2.92	0.890
55.	3.26	3.27	0.906
56.	3.62	3.41	0.069
57.	2.87	2.88	0.936
58.	3.54	3.45	0.305
59.	2.96	2.68	0.038
60.	3.15	3.33	0.222
61.	3.16	3.40	0.088
62.	3.27	3.53	0.036
63.	3.53	3.53	0.977
64.	2.54	2.42	0.370
65.	2.84	2.79	0.730
66.	3.47	3.40	0.554
67.	3.14	3.13	0.937
68.	3.27	3.34	0.531
69.	2.88	3.02	0.206
70.	3.53	3.67	0.291
71.	3.40	3.34	0.568
72.	2.95	3.20	0.124
73.	2.96	3.16	0.084
74.	3.20	3.42	0.050
75.	2.68	2.52	0.301
76.	2.30	2.71	0.001
77.	3.22	3.50	0.014
78.	3.77	3.74	0.726
79.	3.11	3.05	0.642
80.	3.10	3.23	0.248
81.	3.27	3.33	0.599
82.	3.79	3.86	0.463
83.	3.05	3.12	0.580
84.	3.04	3.01	0.784
85.	3.34	3.41	0.472

Item number	Mean Scores		Level of probability (two-tail)
	Academic (N=221)	Practical Arts (N=92)	
86.	3.92	3.91	0.955
87.	3.31	3.21	0.352
88.	3.28	3.30	0.831
89.	3.63	3.86	0.013
90.	3.44	3.39	0.583
91.	2.86	3.05	0.153
92.	3.46	3.26	0.109
93.	3.40	3.57	0.247
94.	3.11	3.12	0.916
95.	3.24	3.63	0.008
96.	2.71	2.74	0.786
97.	3.30	3.32	0.868
98.	3.19	3.16	0.824
99.	3.59	3.23	0.002
100.	3.51	3.41	0.440

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR NATIVE AND NON-NATIVE TEACHERS

Item number	Mean Scores		Level of probability (two-tail)
	Native (N=160)	Non-native (N=153)	
1.	2.76	2.69	0.597
2.	3.22	3.52	0.006
3.	3.37	3.41	0.786
4.	2.63	2.73	0.464
5.	3.00	3.20	0.170
6.	3.06	2.97	0.477
7.	3.24	3.45	0.129
8.	3.59	3.41	0.128
9.	3.09	3.14	0.693
10.	3.42	3.40	0.818
11.	3.19	3.01	0.123
12.	3.47	3.59	0.357
13.	2.88	2.82	0.540
14.	3.26	3.39	0.237
15.	3.10	3.06	0.714
16.	3.09	3.27	0.160
17.	3.07	3.08	0.867
18.	2.98	3.07	0.541
19.	3.31	3.37	0.614
20.	3.36	3.40	0.747
21.	3.07	3.16	0.478
22.	2.81	2.94	0.282
23.	3.15	3.36	0.085
24.	3.86	3.93	0.417
25.	2.70	2.70	0.995
26.	3.77	3.82	0.627
27.	3.18	3.03	0.247
28.	3.60	3.56	0.709
29.	2.54	2.63	0.470
30.	2.75	2.92	0.192
31.	3.20	3.35	0.229
32.	3.34	3.54	0.145
33.	3.27	3.60	0.007
34.	3.21	3.17	0.790
35.	3.07	2.93	0.169
36.	2.94	2.98	0.729
37.	3.33	3.27	0.534
38.	3.67	3.86	0.110
39.	3.07	3.12	0.651
40.	3.02	3.12	0.448

Item number	Mean Scores		Level of probability (two-tail)
	Native (N=160)	Non-native (N=153)	
41.	3.23	3.27	0.740
42.	3.25	3.25	0.989
43.	3.16	3.31	0.201
44.	3.19	3.33	0.319
45.	3.49	3.38	0.299
46.	3.62	3.71	0.369
47.	3.06	3.24	0.068
48.	4.03	4.22	0.068
49.	2.84	2.92	0.490
50.	3.24	3.29	0.670
51.	3.27	3.39	0.265
52.	3.29	3.39	0.415
53.	3.80	3.84	0.700
54.	2.91	2.92	0.944
55.	3.22	3.31	0.410
56.	3.50	3.61	0.260
57.	2.84	2.91	0.596
58.	3.48	3.55	0.433
59.	2.91	2.85	0.610
60.	3.20	3.21	0.943
61.	3.18	3.29	0.407
62.	3.41	3.28	0.279
63.	3.59	3.46	0.204
64.	2.61	2.39	0.058
65.	2.85	2.80	0.717
66.	3.49	3.41	0.403
67.	3.37	2.89	0.000
68.	3.35	3.23	0.202
69.	2.88	2.96	0.444
70.	3.60	3.54	0.645
71.	3.32	3.44	0.255
72.	2.92	3.12	0.194
73.	2.97	3.07	0.358
74.	3.22	3.31	0.434
75.	2.66	2.61	0.769
76.	2.36	2.49	0.248
77.	3.28	3.33	0.662
78.	3.78	3.74	0.585
79.	3.16	3.03	0.222
80.	3.11	3.17	0.530
81.	3.31	3.27	0.686
82.	3.81	3.82	0.897
83.	3.04	3.10	0.637
84.	3.11	2.95	0.059
85.	3.30	3.42	0.181

Item number	Mean Scores		Level of probability (two-tail)
	Native (N=160)	Non-native (N=153)	
86.	3.87	3.97	0.269
87.	3.29	3.27	0.843
88.	3.35	3.22	0.209
89.	3.66	3.73	0.414
90.	3.39	3.46	0.417
91.	2.97	2.86	0.339
92.	3.31	3.50	0.107
93.	3.31	3.59	0.035
94.	3.16	3.06	0.274
95.	3.19	3.53	0.012
96.	2.79	2.65	0.099
97.	3.47	3.12	0.000
98.	3.12	3.24	0.182
99.	3.51	3.46	0.620
100.	3.50	3.46	0.701

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR MALE AND FEMALE TEACHERS

Item number	Mean Scores		Level of probability (two-tail)
	Male (N=144)	Female (N=169)	
1.	2.81	2.64	0.207
2.	3.36	3.37	0.958
3.	3.36	3.41	0.726
4.	2.70	2.66	0.779
5.	3.22	2.99	0.123
6.	2.99	3.04	0.699
7.	3.42	3.28	0.288
8.	3.49	3.50	0.934
9.	3.03	3.19	0.259
10.	3.35	3.46	0.349
11.	3.03	3.16	0.305
12.	2.56	3.51	0.681
13.	2.80	2.89	0.367
14.	3.32	3.32	1.000
15.	3.12	3.05	0.530
16.	3.19	3.16	0.788
17.	3.00	3.14	0.143
18.	2.93	3.10	0.217
19.	3.31	3.37	0.648
20.	3.43	3.34	0.408
21.	3.15	3.08	0.542
22.	2.88	2.87	0.919
23.	3.22	3.28	0.647
24.	3.85	3.93	0.365
25.	2.74	2.67	0.564
26.	3.76	3.83	0.439
27.	3.12	3.09	0.814
28.	3.65	3.51	0.248
29.	2.67	2.51	0.204
30.	2.74	2.92	0.169
31.	3.16	3.37	0.089
32.	3.32	3.54	0.120
33.	3.48	3.39	0.477
34.	3.03	3.33	0.029
35.	3.10	2.93	0.100
36.	2.85	3.05	0.119
37.	3.22	3.37	0.155
38.	3.76	3.76	0.995
39.	3.10	3.10	0.975
40.	3.12	3.03	0.470

Item number	Mean Scores		Level of probability (two-tail)
	Male (N=144)	Female (N=169)	
41.	3.33	3.19	0.295
42.	3.17	3.31	0.240
43.	3.17	3.29	0.318
44.	3.32	3.21	0.449
45.	3.40	3.47	0.559
46.	3.61	3.71	0.273
47.	3.22	3.08	0.141
48.	4.10	4.14	0.659
49.	2.83	2.92	0.429
50.	3.23	3.30	0.517
51.	3.28	3.37	0.393
52.	3.33	3.35	0.841
53.	3.75	3.88	0.187
54.	2.85	2.96	0.350
55.	3.15	3.36	0.045
56.	3.49	3.61	0.253
57.	2.87	2.87	0.969
58.	3.46	3.56	0.231
59.	2.65	3.08	0.001
60.	3.24	3.17	0.580
61.	3.25	3.22	0.809
62.	3.42	3.28	0.253
63.	3.45	3.60	0.153
64.	2.51	2.50	0.972
65.	2.71	2.93	0.083
66.	3.42	3.47	0.656
67.	3.11	3.16	0.670
68.	3.25	3.33	0.429
69.	2.97	2.88	0.354
70.	3.56	3.58	0.889
71.	3.29	3.46	0.106
72.	2.92	3.10	0.234
73.	2.95	3.08	0.214
74.	3.19	3.33	0.172
75.	2.67	2.61	0.689
76.	2.46	2.39	0.560
77.	3.33	3.28	0.597
78.	3.81	3.72	0.286
79.	3.06	3.12	0.601
80.	3.23	3.06	0.094
81.	3.24	3.33	0.315
82.	3.78	3.84	0.453
83.	2.88	3.23	0.002
84.	3.04	3.02	0.777
85.	3.31	3.41	0.272

Item number	Mean Scores		Level of probability (two-tail)
	Male (N=144)	Female (N=169)	
86.	3.92	3.91	0.890
87.	3.24	3.31	0.515
88.	3.24	3.33	0.419
89.	3.71	3.60	0.797
90.	3.31	3.53	0.013
91.	2.92	2.91	0.921
92.	3.33	3.46	0.264
93.	3.32	3.56	0.072
94.	3.10	3.12	0.881
95.	3.42	3.30	0.352
96.	2.71	2.73	0.755
97.	3.31	3.30	0.855
98.	3.19	3.17	0.863
99.	3.36	3.59	0.037
100.	3.40	3.55	0.163

MEAN SCORES ON 100 ITEMS OF THE P.T.O. FOR TEACHERS IN LARGER SCHOOLS AND SMALLER SCHOOLS

Item number	Mean Scores		Level of probability (two-tail)
	Larger School (N=184)	Smaller School (N=129)	
1.	2.74	2.75	0.705
2.	3.55	3.09	0.000
3.	3.41	3.35	0.638
4.	2.83	2.47	0.011
5.	3.13	3.05	0.612
6.	2.85	3.26	0.001
7.	3.55	3.05	0.000
8.	3.41	3.63	0.070
9.	3.18	3.02	0.242
10.	3.43	3.39	0.719
11.	2.97	3.29	0.010
12.	3.85	3.08	0.000
13.	2.97	2.67	0.004
14.	3.36	3.26	0.392
15.	3.20	2.91	0.013
16.	3.26	3.06	0.138
17.	3.20	2.91	0.003
18.	3.26	2.68	0.000
19.	3.51	3.10	0.001
20.	3.45	3.29	0.164
21.	3.19	3.00	0.131
22.	3.04	2.64	0.001
23.	3.52	2.87	0.000
24.	3.90	3.89	0.905
25.	2.76	2.61	0.210
26.	3.87	3.70	0.089
27.	3.20	2.98	0.105
28.	3.62	3.52	0.408
29.	2.69	2.44	0.049
30.	2.87	2.78	0.517
31.	3.30	3.22	0.521
32.	3.59	3.22	0.011
33.	3.64	3.13	0.000
34.	3.11	3.30	0.162
35.	3.05	2.95	0.320
36.	3.10	2.76	0.006
37.	3.36	3.21	0.133
38.	3.89	3.58	0.006
39.	3.24	2.90	0.001
40.	3.10	3.03	0.590

Item number	Mean Scores		Level of probability (two-tail)
	Larger School (N=184)	Smaller School (N=129)	
41.	3.51	2.88	0.000
42.	3.26	3.23	0.814
43.	3.48	2.88	0.000
44.	3.50	2.92	0.000
45.	3.47	3.40	0.521
46.	3.68	3.64	0.591
47.	3.14	3.16	0.848
48.	4.23	3.97	0.011
49.	3.03	2.67	0.003
50.	3.27	3.26	0.979
51.	3.38	3.26	0.263
52.	3.52	3.09	0.000
53.	3.86	3.76	0.305
54.	3.08	2.67	0.001
55.	3.44	3.01	0.000
56.	3.58	3.53	0.635
57.	2.98	2.71	0.046
58.	3.58	3.42	0.063
59.	3.12	3.54	0.000
60.	3.22	3.19	0.810
61.	3.35	3.06	0.024
62.	3.34	3.35	0.956
63.	3.62	3.40	0.036
64.	2.60	2.36	0.042
65.	2.93	2.68	0.055
66.	3.52	3.34	0.070
67.	3.16	3.10	0.590
68.	3.28	3.30	0.838
69.	2.95	2.88	0.557
70.	3.66	3.45	0.100
71.	3.35	3.43	0.493
72.	3.08	2.94	0.359
73.	3.08	2.95	0.223
74.	3.32	3.19	0.207
75.	2.67	2.59	0.583
76.	2.45	2.38	0.546
77.	3.41	3.16	0.016
78.	3.78	3.74	0.608
79.	3.18	2.97	0.051
80.	3.32	2.88	0.000
81.	3.28	3.30	0.793
82.	3.85	3.76	0.296
83.	3.09	3.04	0.646
84.	3.06	2.98	0.379
85.	3.34	3.39	0.633

Item number	Mean Scores		Level of probability (two-tail)
	Larger school (N=184)	Smaller school (N=129)	
86.	3.98	3.83	0.100
87.	3.41	3.09	0.001
88.	3.35	3.20	0.156
89.	3.71	3.68	0.778
90.	3.50	3.33	0.046
91.	2.93	2.90	0.811
92.	3.43	3.36	0.576
93.	3.59	3.25	0.010
94.	3.15	3.05	0.309
95.	3.47	3.19	0.048
96.	2.73	2.71	0.732
97.	3.35	3.23	0.192
98.	3.15	3.22	0.489
99.	3.48	3.50	0.874
100.	3.57	3.35	0.047

B30001